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AUTHOR Klugerman, Phyllis B., Ed.; Toye, Bernadette, Ed.
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ABSTRACT

This volume includes a series of curricula designed specifically for adult mentally handicapped learners. Addressed in the individual curricula are the following topics: basic skills; bicycle maintenance and repair; manual wheelchair maintenance and repair; personal awareness; social, recreational, and art activity groups; woodworking; and work-oriented office practices. Each unit contains a set of lesson plans that include behavioral objectives, activities, lists of necessary materials and equipment, evaluation criteria, suggested reinforcement activities, and a practical application; a bibliography; and one or more appendixes containing such items as tests, check sheets, student handouts, and supplementary instructional materials. (MN)

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EAST BRUNSWICK
ADULT AND CONTINUING EDUCATION PROGRAM

CURRICULUM GUIDES:

PROGRAMMING

FOR THE

ADULT MENTALLY HANDICAPPED

LEARNER

Editors
Phyllis Klugerman Ed.D., Director
Bernadette Toye MSW, Project Leader

Adult and Continuing Education Program
East Brunswick Board of Education
East Brunswick, New Jersey

November 1983

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FOREWORD

Curriculum Guides focuses on a course of study for the adult mentally handicapped learner and is the third book in the series. The other two documents include The Source Book which offers an overview of the entire program, a process for initiating a similar program and direction in reference to successful and unsuccessful practices and program components. Source Book Supplement focuses on counseling and community experiences. The utilization of the entire packet is recommended for both staff training and successful program initiation.

This document includes curricula designed specifically for the adult mentally handicapped learner. It is the culmination of five years of experimentation with a great variety of courses. The areas selected for inclusion were chosen to offer both diversity and uniqueness. The text has been organized into individual chapters, each focusing on a particular subject area. Included in each chapter are lesson plans, bibliographies and appendices. Traditional subject areas such as basic skills are organized into lessons which offer direction for classroom activities with enough leeway for staff adjustment to accommodate individual student background, age and personal need. Nontraditional subject areas such as wheelchair repair are presented more concretely, offering a step-by-step curriculum.

Dennis Clancy
Assistant Superintendent-Curriculum

INTRODUCTION

It is only in the last 12 years that the federal government has assumed a significant role regarding the education of the mentally retarded individual. Prior to that time only minimal attention was afforded to planning and enforcing programs of education for this population. PL 94-142 enacted in 1975 provided categorical funding to the states, mandating "full," free education for the handicapped. Although greater attention was then given to curriculum development, it has been slow and primarily addressed to children. Information and direction concerning curricula for the adult mentally handicapped learner is still extremely sparse.

Materials developed for retarded children are often adapted to accommodate presentation to adults. This method is inadequate and causes more frustration than learning. It is extremely important to note that with maturation, change in interest, need and ability occurs. The transition may be even more dramatic for the mentally handicapped individual where the expectations of childhood erroneously carry over to adulthood.

Further complicating the learning process is the attitude of many educators who consider the mentally handicapped learning group homogeneous. Adult mentally handicapped learners are extremely heterogeneous. Groupings may include similarities in age and diagnosis of mental limitation; however, the reality of their background in life exposure, educational experience, life environment, etc. has promoted much greater individual to individual differences than similarities.

The following curricula have been developed specifically for mentally handicapped adults with consideration for their diverse backgrounds, abilities, needs and desires. The courses of study were developed and field tested over a period of five years in a nonsegregated adult school environment. There were continuous opportunities for interaction with other community adult school participants, affording the possibility for ongoing practical application of skills learned.

The clients for which these curricula were developed range in age from 18 to 70. They include those living alone, in group homes or with parents or guardians, those who have progressed from a parental or guardian situation to a group home, as well as newly deinstitutionalized clients living in a variety of settings. Their ability levels vary from low trainable to middle educable and from nonverbal to verbal. The student-staff ratio is usually eight to one.

The goal of the entire set of documents is to encourage, promote and reinforce successful independent living for our adult mentally handicapped citizens.

Phyllis Klugerman
Bernadette Toye

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Travis Tallman
Carol Venditti

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Elaine Haefner
Susan Simon
Marie Smith

CHAPTER I

BASIC SKILLS

COMPILED BY

LEE CANDELMO

LESSON TITLE Who Am I?

BEHAVIORAL OBJECTIVES

1. The client will be able to express significant personal information orally and in written form.
2. The client will be able to understand the need for having accurate personal information at his disposal.
3. The client will be able to share his experiences with instructor and classmates.

ACTIVITIES

1. The client will complete personal information sheets in class with instructor's assistance.
2. Class discussion will emphasize a variety of situations where information is required, i.e., emergencies, job applications, etc.
3. The client will tape record information about himself/herself privately under the direction of a teacher's aide. Tape recordings will be used in subsequent classes to stimulate social interaction between members.

MATERIALS, EQUIPMENT AND FACILITIES

Printed Personal Information Sheets.
Cassette Tape Recorder.

EVALUATION

Instructor will observe degree to which client is aware of necessary information.

REINFORCEMENT ACTIVITIES

In other components of the program, client will be expected to know personal data. On an informal basis, program instructors may ask client for his phone number, where he works, etc.

PRACTICAL APPLICATION

Client will complete a school registration form requiring personal information. Client will complete personal information card to be kept in wallet or purse.

LESSON TITLE Reading Signs

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to respond appropriately to directional signs.	1. The client will orally perform exercises in text with instructor.
2. The client will be able to interpret the meaning of identification and location signs.	2. The client will discuss signs in survival set, including potential locations and interpretation of meaning.
3. The client will be able to understand the significance of common warning signs.	3. Class will explore school building, identifying typical signs and discussing their significance.

MATERIALS, EQUIPMENT AND FACILITIES

Reading for Survival in Today's Society, Module 9, "Signs."
Classroom set - Survival Signs.

EVALUATION

Instructor will note abilities of clients to read and understand signs in text and kit. Review on an individual basis and re-emphasize most important signs.

REINFORCEMENT ACTIVITIES

Client will frequently be asked to read and interpret signs within and outside the school while in instructor's company. Other instructors will emphasize signs within their own fields, both in the classroom and on field trips.

PRACTICAL APPLICATION

Client will frequently be asked to read and interpret signs on community experience trips. Client will be asked to copy signs they see a work or at home and discuss their meanings.

LESSON TITLE Following Printed and Oral Directions

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to follow oral and written directions.	1. The client will orally perform exercises in text with instructor.
2. The client will be able to follow directions from concrete examples, e.g., recipes, completing forms, assembling a simple construction.	2. The client will practice "hands-on" following of directions in these areas: a) recipes b) completing a form c) assembling an object d) multiple directions within a specific time frame

MATERIALS, EQUIPMENT AND FACILITIES

Reading for Survival in Today's Society, Module 2, "Printed Directions." Simple sets of directions for performing basic tasks.

EVALUATION

Instructor will observe clients' handling of oral and written directions. Client will perform activity #3 unassisted, as a check on independent use of directions.

REINFORCEMENT ACTIVITIES

Client will be encouraged to follow directions on packages or labels used in crafts, grooming, cooking, etc. Client will frequently be given directions to perform tasks within the program on an independent basis.

PRACTICAL APPLICATION

Client will be asked to describe how they follow directions in tasks at places of employment or at home. Client will be asked to direct other clients in the completion of a familiar task.

LESSON TITLE Using Maps

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to respond to directional signals, e.g., left, right, north, south, next to, in front of, etc.	1. The client will review the materials in both texts in a question and answer session with the instructor.
2. The client will be able to read basic map notations.	2. The client will be asked to respond to instructors' directions within the school building.
3. The client will be able to give and take simple directions of movement.	3. The client will practice giving directions to one another within the school building.

MATERIALS, EQUIPMENT AND FACILITIES

Reading for Survival in Today's Society, Module 10.
Basic Competency Skills, Lesson 19.

EVALUATION

Instructor will observe clients' responses to text and to verbal directions given by instructor.

REINFORCEMENT ACTIVITIES

Instructors in other programs will allow clients to respond to written and verbal directions. Experienced clients within the school may serve as guides for new clients, parents or visitors.

PRACTICAL APPLICATION

Client will employ skills in new locations such as malls or the town library while participating in community experiences.

LESSON TITLE Following Maps and Directions

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to identify which stores would most likely stock particular products.	1. The client and instructor will review information in text before leaving on a trip to the shopping mall.
2. The client will be able to move from one location to another following a floor plan map of a shopping mall.	2. The client will practice locating various stores within the mall, using floor plan. Clients will also associate the store with the type of merchandise available.
3. The client will be able to locate specific items in a large department store.	3. The client will locate various departments within a department store, using charts, listings and direct questions to salespeople as guides.

MATERIALS, EQUIPMENT AND FACILITIES

Necessary Words to Live By, Lesson 1, "The Shopping Center."
Floor plans of local shopping mall.

EVALUATION

Instructor will observe success of individual client in meeting objectives while performing acitvities.

REINFORCEMENT ACTIVITIES

Other instructors who accompany client on trips will permit the greatest degree of independence possible in locating destinations.
Client will be encouraged to ask for assistance when necessary and to follow directions carefully.

PRACTICAL APPLICATION

Clients who master skills may be permitted to make shopping trips for personal reasons accompanied by an aide.
Client will be encouraged to practice their skills while shopping with family members.

LESSON TITLE Using TV Guides

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will reinforce concepts of AM, PM, exact times, and duration of time.	1. The client and instructor will review answers to questions in text.
2. The client will be able to identify programming on a specific channel at a specific time.	2. Question and answer session based on recent TV listing will be held in class, with emphasis on meeting objectives.
3. The client will be able to determine length of program and use program descriptions to evaluate interest.	3. The client will seek out five of their favorite programs from listings and indicate day, time, channel and duration of programs.

MATERIALS, EQUIPMENT AND FACILITIES

Basic Competency Skills, Lesson 12.
Copies of recent TV listings from local newspaper.

EVALUATION

Instructor will observe client's response to activities #1 and #2.
Activity #3 performed independently as a final evaluation.

REINFORCEMENT ACTIVITIES

Client will review other types of schedules periodically to reinforce reading techniques.
Client participating in movie trips or other scheduled events will be asked to help plan time of departure, duration, etc.

PRACTICAL APPLICATION

Client will be asked to log TV viewing at home for various days with attention to objectives taught in class.
Client will be asked to review weekly TV listings for programs of interest and provide an oral report to class.

LESSON TITLE Reading Labels

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to identify important information contained on labels: a. Name b. Quantity c. Uses d. Warnings e. Expiration Date	1. The client and instructor will orally perform the exercises in the text.
2. The client will be able to compare similar products with different labels.	2. The client will create a collage using labels and advertisements, classified according to food groups, cleaning products, personal care products, etc.
	3. The client will discuss differences between similar products based on label information.

MATERIALS, EQUIPMENT AND FACILITIES

Reading for Survival in Today's Society, Module 1, "Labels", Assortment of common household products.

EVALUATION

Instructor will observe clients' abilities in performing various activities. Client will "comparison shop" in activity #3 for the better buy between similar products.

REINFORCEMENT ACTIVITIES

Client will be asked to point out important information on labels in other classes, e.g., grooming, cooking, clothing, crafts.

PRACTICAL APPLICATION

Client will be asked to point out information on labels in community experience trips. Client will be asked to bring familiar items from home and discuss their labels.

LESSON TITLE Reading Advertisements

BEHAVIORAL OBJECTIVES

1. The client will be able to find "keys" in an advertisement--products, features, prices.
2. The client will be able to compare ads for identical products to identify the least expensive price.
3. The client will be able to spot persuasive "come-ons" in advertisements.

ACTIVITIES

1. The client and instructor will discuss materials brought to class, as well as lessons in text.
2. The client will be asked to locate identical products in three different circulars, and decide where to purchase the product.
3. Instructor will indicate approaches used in advertising which may mislead: colors, sexual imagery, phrases.

MATERIALS, EQUIPMENT AND FACILITIES

Assortment of catalogues, advertising circulars from different stores.
Reading for Survival in Today's Society, Module 4.

EVALUATION

Instructor will observe client's ability to compare prices of specific products in different store advertisements.
Client will be asked to present to the class advertisements demonstrating excessive techniques.

REINFORCEMENT ACTIVITIES

Client will be asked to choose specific items used in other classes and practice comparison shopping.

PRACTICAL APPLICATION

Clients will be asked to discuss purchases they wish to make for themselves or family and follow through on comparison shopping.
Clients will compare prices and bring examples of "better buys" into class.

LESSON TITLE Using Advertisements and Labels
A Community Experience

BEHAVIORAL OBJECTIVES

1. The client will be able to select prescribed merchandise in a supermarket from a list made at home.
2. The client will be able to use the store's advertising circular to select the most economical product.
3. The client will be able to compare product labels to aid in correct purchases.

ACTIVITIES

1. The client and instructor will make a shopping trip to a local supermarket.
2. The client will work from prepared list and use advertising circular plus label information to select product.

MATERIALS, EQUIPMENT AND FACILITIES

Individually prepared shopping lists.
Supermarket advertising circular.

EVALUATION

Instructor will observe client's choice of products while at store.
Follow-up evaluation in class includes a discussion of reasons for choosing one product over another.

REINFORCEMENT ACTIVITIES

Client may engage in similar experiences in other classes where consumable products are employed.
Client may select a particular item he wishes to purchase and watch newspaper advertisements for fluctuations in price.

PRACTICAL APPLICATION

Client may visit shopping mall where several stores may stock the same product and check differences in price.
Parents and/or guardians should be encouraged to participate in similar experiences with client.

LESSON TITLE The White Pages

BEHAVIORAL OBJECTIVES

1. The client will be able to improve his/her use of alphabetical order.
2. The client will be able to find telephone numbers of friends or relatives in the white pages.
3. The client will be able to locate listings for state, federal agencies, etc.

ACTIVITIES

1. The client will practice the exercises in the texts on alphabetical order, governmental listings, etc.
2. The client will practice finding each other's phone numbers and maker inter-client personal calls in class.
3. The client will locate various important agency telephone numbers in the local white pages and make practice telephone calls for information.

MATERIALS, EQUIPMENT AND FACILITIES

Using the Telephone Directory, Unit 3.
Reading for Survival in Today's Society, Module 13.
Local Telephone Directory.
New Jersey Bell Company Classroom Telephone Kit.

EVALUATION

The instructor will observe clients' use of white page directory, ability to dial correct numbers and secure requested information.

REINFORCEMENT ACTIVITIES

Client should make use of telephone and telephone book within other classes to call for information, call other clients to pass along information, etc.

PRACTICAL APPLICATION

Client will be encouraged to keep personal telephone number book to practice alphabetizing, encourage use of telephone, record commonly called numbers, etc. Clients will be asked by instructor to call each other from home in line with other lessons to improve telephoning skills.

LESSON TITLE The Yellow Pages

BEHAVIORAL OBJECTIVES

1. The client will be able to locate a product or service in the yellow pages.
2. The client will reinforce their skills of alphabetical order.
3. The client will be able to make telephone inquiries based on needs by employing the yellow pages.

ACTIVITIES

1. The client will practice in class the exercises in alphabetical order, typical yellow page listings, etc.
2. The client will use the local yellow page directory to locate nearby "answers" to needs supplied by instructor.
3. The client will locate local establishments in the directory and make telephone calls to make inquiries about personal needs.

MATERIALS EQUIPMENT AND FACILITIES

Using the Telephone Directory, Units 5, 6, 7.
Reading for Survival in Today's Society, Module 13.
Local Telephone Directory
New Jersey Bell Telephone Company Classroom Telephone Kit

EVALUATION

The instructor will observe clients' use of yellow page directories, and use of telephone to answer inquiries.

REINFORCEMENT ACTIVITIES

Instructors in other programs will permit client to use yellow pages and telephone where appropriate to inquire about program supplies, trips, etc.

PRACTICAL APPLICATION

Client will take responsibility for seeking telephone numbers of restaurants, theaters and other places of business that occur in classroom discussions throughout the year. Where appropriate, telephone calls can be made to answer questions.

LESSON TITLE The Telephone in Emergency Situations

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to dial "0" (Operator).	1. The client will individually practice lifting receiver, waiting for dial tone, dialing "0".
2. The client will be able to indicate to the operator his need for assistance, i.e., "I need help and cannot dial myself."	2. The client will repeat "I need help and cannot dial myself" until learned.
3. The client will be able to give his name, address and explain the nature of the problem.	3. The client will orally practice clear enunciation of name, address and telephone number.
	4. The client will summarize "emergency" described by instructor to "agency" involved over the telephone.

MATERIALS, EQUIPMENT AND FACILITIES

New Jersey Bell Telephone Classroom Kit.

EVALUATION

Instructor will observe clients' performance of activities 1 and 4 on individual basis. Frequent re-evaluation of objectives 2 and 3 by instructor without telephone.

REINFORCEMENT ACTIVITIES

Client should be required by all instructors to be able to give name, address and telephone number. Client should be asked to summarize observed situations verbally to develop verbal accuracy.

PRACTICAL APPLICATION

Situations will be created where clients make emergency telephone calls in the school or in community experience situations. (Previous arrangements between instructor and personnel at a telephone in school facilitates this experience).

LESSON TITLE Reading the Classified Ads

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to differentiate the divisions of classified ads.	1. The client will review examples of classified ads from texts and local papers with instructor.
2. The client will be able to identify common abbreviations and use context clues to identify others.	2. The client and instructor will compile a list of common abbreviations used in applicable advertisements. By example, class will work out meanings of abbreviations, using remainder of ad to provide context clues.
3. The client will be able to make a proper response to an advertisement via telephone.	3. The class will "respond" to selected ads by use of in-class telephone kit, with instructor serving as "advertiser."

MATERIALS, EQUIPMENT AND FACILITIES

Basic Competency Skills, Lesson 13.
Reading for Survival in Today's Society, Module 6.
Classified section of local newspapers.
New Jersey Bell Telephone Company Classroom Phone Kit.

EVALUATION

Instructor observes clients' abilities to read ads, digest information and respond by phone.

REINFORCEMENT ACTIVITIES

Instructors in other areas will encourage client in use of classified ads where appropriate.
Client will be encouraged to use the telephone wherever possible within the program, e.g., ordering, scheduling trips.

PRACTICAL APPLICATION

Client will make a telephone call to secure an application from a classified advertisement. Instructor will place a job advertisement, using the school's telephone number, to facilitate this lesson.

LESSON TITLE Completing an Employment Application

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. Client will be able to identify information requested on employment applications.	1. Client and instructor will review text examples together in class.
2. Client will be able to fill out personal data.	2. Client will review sample copies of local job application forms with the instructor.
3. Client will be able to transcribe information on sample forms.	3. Client will complete a personal information sheet at home for use with this lesson.
	4. Client will practice completing forms in class, with emphasis on neatness and accuracy.

MATERIALS, EQUIPMENT AND FACILITIES

Reading for Survival in Today's Society, Module 14.
Job applications from local businesses and services.

EVALUATION

Instructor will require thorough knowledge of personal data, by testing and future review. Instructor will observe clients' skills at completing applications in class.

REINFORCEMENT ACTIVITIES

Client should be frequently held accountable in other classes for writing names, addresses, phone numbers and other data where appropriate. Client will incorporate these experiences in discussions with career development counselors.

PRACTICAL APPLICATION

Client will choose a job opportunity from classified ads (see previous lesson on "Reading the Classified Ads"), telephone for an application and complete the application in a later class.

LESSON TITLE Addition - Basic

BEHAVIORAL OBJECTIVES

1. The client will be able to count to 100 by 1's, 5's, 10's.
2. The client will be able to understand the concept of addition as the combining of numbers or objects.
3. The client will be able to add single digit numbers, using an abacus or other counting devices where necessary.

ACTIVITIES

1. Class will practice oral recitation of counting skills as a group. Individuals requiring more concentrated practice will work individually with instructional aide.
2. Client will "add" by use of pictoral demonstration, i.e., group two pencils with 3 pencils to achieve 5, to reinforce concept of addition.
3. Client will practice adding written problems using abacus and/or fingers where necessary.

MATERIALS, EQUIPMENT AND FACILITIES

Printed lists of numbers 1-100 by 1's, 5's and 10's.
Printed sheets of simple addition problems.
Class set of abacus.

EVALUATION

Client will "pass" to next level only when testing reveals competency at previous level.
Level I - Counting, Level II - Understand Addition
Level III - Adding with counting aid, Level IV - Adding without counting aid.

REINFORCEMENT ACTIVITIES

Client will be asked in other classes to practice counting and addition skills on an informal basis.
Client can be asked, e.g., how many people on each team?; how many people all together?; how many bowling pins did you knock down on 2 tries?

PRACTICAL APPLICATION

Client will be asked to use counting and addition skills: 1) on trips to school coffee stand; 2) on community experience trips, such as restaurant or supermarket; 3) in class when dealing with money lessons; 4) in class when discussing jobs, salaries, expenses, etc..

LESSON TITLE Addition - Advanced

BEHAVIORAL OBJECTIVES

1. The client will be able to add columns of numbers, including the concept of carrying.
2. The client will be able to set down an addition problem on paper from oral information.
3. The client will be able to list the proper representation of monetary amounts for the purpose of adding such amounts.

ACTIVITIES

1. The client will practice addition of numbers in class.
2. The client will listen to "word problems" and create a written addition problem to solve, based on the verbal information.
3. The client will practice writing monetary amounts in proper form for addition and performing the addition, using text as a guide.

MATERIALS, EQUIPMENT AND FACILITIES

Printed sheets of addition problems.
Using Money Series, Book III, Pages 28-34, 42-47.

EVALUATION

Client will "pass" to next level only when testing reveals competency at previous level.
Level I - Addition problems with carrying, Level II - Denotation of monetary amounts, Level III - Addition of Monetary amounts, Level IV - Word Problems

REINFORCEMENT ACTIVITIES

Client will be asked to add amounts of money in other components, such as cost of craft supplies, cost of preparing specific recipes, cost for class purchases.
Client will be asked to add bowling scores, game totals, etc., in recreation areas of program.

PRACTICAL APPLICATION

Client will practice adding on trips to restaurant, supermarket, coffee stand.
Client will be asked to use addition skills in lessons to follow on handling money.
Client will be asked to record personal expenditures on weekly basis for reinforcement of addition skills.

LESSON TITLE Subtraction

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to understand the concept of subtraction as taking away.	1. The client will practice, using abacus for simple problems to demonstrate concept of subtraction and learn simple subtraction.
2. The client will be able to perform subtraction of simple digits, using the abacus or other device.	2. The client will perform problems in subtraction to learn and/or reinforce subtraction skills.
3. The client will be able to perform more complex subtraction of written problems.	3. The client will perform exercises in text to learn skills of subtraction with money.
4. The client will be able to subtract sums of money, as in making change.	4. The client will listen to "word problems" and create a written subtraction problem to solve, based on the verbal information.
5. The client will be able to set down a subtraction problem on paper from information he receives orally.	

MATERIALS, EQUIPMENT AND FACILITIES

Printed sheets of subtraction problems.
Class set of abacus.
Using Money Series, Book III, Pages 5-10, 17-27.

EVALUATION

Client will "pass" to next level only when testing reveals competency at previous level.
Level I - Understanding subtraction, Level II - Subtraction with a counting aid, Level III - Subtraction without a counting aid, Level IV - Subtraction of larger numbers, Level V - Subtraction with monetary amounts, Level VI - Word problems.

REINFORCEMENT ACTIVITIES

Client will be asked to employ subtraction skills whenever possible in other classes or activities.
Client can be asked, e.g., how many points did your team score?; how much money will you have left if you spend 50¢?; how many more players do we need on this team?

PRACTICAL APPLICATION

Client will practice subtraction on trips to restaurant, supermarket, coffee stand.
Client will be asked to use subtraction skills in lessons on handling money.
Client will be asked to keep a weekly budget to practice skills.

LESSON TITLE Recognition of Monetary Values

BEHAVIORAL OBJECTIVES

1. The client will be able to name the common monetary units: penny, nickel, dime, quarter, half-dollar, five-dollar bill, ten-dollar bill, twenty-dollar bill.

2. The client will be able to name the value of each of the above.

3. The client will be able to express the concept of "more or less" in relation to all of the above.

ACTIVITIES

1. The instructor and client will orally perform the exercises in "Using Money Series."

2. The client will identify names and values of coins and bills orally from examples displayed by instructor.

3. The client will arrange a complete set of coins and bills listed in ascending order of value.

MATERIALS, EQUIPMENT AND FACILITIES

Using Money Series, Book I, Pgs. 40-44, Book II, Pgs. 43-45.
Assortment of actual coins and bills.

EVALUATION

Client must orally demonstrate above objectives before next lesson.
Periodic checks during remainder of unit.
Frequent informal evaluations during community experiences.

REINFORCEMENT ACTIVITIES

Client will identify coins and/or bills at coffee stand.
Client will be asked to identify monetary values by other instructors where appropriate; e.g., shopping, fees, bowling, movies.

PRACTICAL APPLICATION

Client will identify amount of money required for community experiences.
Client will be asked to compare similar products in terms of "more or less" money on community experiences.

LESSON TITLE Counting Money

BEHAVIORAL OBJECTIVES

1. The client will be able to count a sum of similar coins and bills.
2. The client will be able to count a sum of mixed coins and bills.
3. The client will be able to match a fixed amount of money; e.g., $13.95 from an assortment of coins and bills.

ACTIVITIES

1. The client will orally perform the exercises in "Using Money Series" with the instructor.
2. The client will count out assortment of money given to him/her individually.
3. The client will count out enough money to "buy" a specifically priced item from a catalog.

MATERIALS, EQUIPMENT AND FACILITIES

Using Money Series, Book I, Pgs. 29, 30, 35, 36 and 45, 48,
Book II, Pgs. 47-49 and 51-53.
Assortment of actual coins and bills.

EVAULUATION

Client must demonstrate above activities to instructor's satisfaction before next lesson.
Client will count out money for personal purchases at coffee shop on weekly basis.

REINFORCEMENT ACTIVITIES

Client will identify correct amount of money needed within school curricula; e.g., coffee shop purchases, craft fees, social program fees, bowling or movie trips.

PRACTICAL APPLICATION

Client will count out his own funds during restaurant and supermarket community experiences.
Client will be asked to count out proper amount of money to make gift purchases personally selected from a catalogue or advertisement.

LESSON TITLE Making Change

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. Client will be able to identify the correct change from a dollar for a purchase.	1. Client and instructor will orally perform the exercises in "Using Money Series."
2. Client will be able to identify the correct change for larger purchases with larger bill denominations.	2. Client will practice purchasing "store" items. "Consumers" will practice adding purchases of actual items; "store-keepers" will practice making change from a cash drawer.
3. Client will be able to "count up" to the proper amount in making change.	

MATERIALS, EQUIPMENT AND FACILITIES

Using Money Series, Book II, Pgs. 31-42, Pgs. 55-57.
Assortment of actual coins and bills. Assortment of items with prices indicated.

EVALUATION

Instructor will observe clients' performance of in-class activities. Instructor will observe clients' handling of personal funds at coffee stand and on community experiences.

REINFORCEMENT ACTIVITIES

Client will be asked to confirm change in money handling situations within curricula, coffee stand, shopping, bowling, movies. Client will be rotated through coffee stand cashier position when proficient in this skill.

PRACTICAL APPLICATION

Client will make purchases and be responsible for receiving correct change on field trips. Client will be asked to make change for instructor.

LESSON TITLE Making Purchases

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to identify prices of various items in a circular.	1. Instructor and client will orally perform exercise in "Using Money Series."
2. The client will be able to complete a prepared shopping list with prices and total cost.	2. The client will "price out" a shopping list prepared by instructor from a local supermarket circular.
3. The client will be able to make practical purchases with sufficient money and check change properly.	3. The client will total prices, submit sufficient money and indicate correct change.

MATERIALS, EQUIPMENT AND FACILITIES

Using Money Series, Book III, Pgs. 28-34, Pgs. 41-47.
Supermarket circular.
Class set of abacus.
Assortment of actual coins and bills.

EVALUATION

Instructor will observe clients' activities.
Client will "price out" lists of items at home from lists prepared by instructor and submit with totals and correct change.

REINFORCEMENT ACTIVITIES

Client should be responsible for understanding costs of materials and supplies in other classes.
Client can shop for coffee stand supplies on a rotating basis.

PRACTICAL APPLICATION

Client will make trip to local supermarket with shopping list from home.
Client will prepare a Holiday list of gifts within a prescribed budget.

LESSON TITLE Using Arithmetic in a Restaurant
A Community Experience

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to plan (phone for reservations, information, etc.) a dinner in a restaurant.	1. Pre-activities will include discussion of choices and choosing a restaurant. Also, client will make reservations.
2. The client will be able to order from a menu within the confines of his own budget.	2. The client will order on separate checks* after discussion of menu choices and costs.
3. The client will be able to compute his own check, pay for it and verify correct change.	3. The clients will verify their own checks, pay for their own dinners and verify correct change.

MATERIALS, EQUIPMENT AND FACILITIES

Local telephone directory.

EVALUATION

Instructor will observe clients' pre-activity planning and conduct of their own funds on the trip itself.

REINFORCEMENT ACTIVITIES

Client will assist in planning phases in other classes where community experiences are held.
Client should also be permitted to account for their own expenditures on these trips (with supervision).

PRACTICAL APPLICATION

Parents and/or guardians of participating clients will be encouraged to follow similar practices in family situations.

*Prior notification of this requirement to restaurant personnel is recommended.

LESSON TITLE Supermarket Shopping
A Community Experience

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to correctly locate prescribed items in a supermarket.	1. The client will prepare at home with parents or guardians a shopping list of five specific items.
2. The client will be able to correctly total his/her shopping list.	2. The client will shop for those items, tallying items as selected.
3. The client will be able to complete the purchase, verifying change received.	3. The client will check out total purchases at register and verify change.

MATERIALS, EQUIPMENT AND FACILITIES

Shopping lists, pencils, money.

EVALUATION

The instructor will accompany clients, verifying and assisting where necessary clients' performance of activities.

REINFORCEMENT ACTIVITIES

Instructors in other classes making community trips involving expenditures should reinforce clients' independent handling of money.
Client handling of money within school should be as independent as possible with appropriate reinforcement where necessary.

PRACTICAL APPLICATION

Instructor will encourage parents or guardians to reinforce this experience with similar ones at home.
Client will be permitted to make purchases for school program where possible when skills warrant.

LESSON TITLE Telling Time

BEHAVIORAL OBJECTIVES

1. The client will be able to give the correct time proceeding from "on the hour" to more difficult examples.
2. The client will be able to identify time vocabulary: AM, PM, half-past, quarter to, twenty after, etc.
3. The client will be able to measure duration of time.

ACTIVITIES

1. The client and instructor will work through exercises in the kit in class.
2. The client will practice expressing time in various ways, such as half past five, five thirty, 5:30, etc.
3. The client will use various examples of schedules, such as TV listings, bus schedules, to learn duration of time.

MATERIALS, EQUIPMENT AND FACILITIES

Telling Time
Classroom Kit, including transparencies, work-sheets, modular clocks.
Schedules of TV programming, bus routes.

EVALUATION

Client will be tested on each level before proceeding to next higher level.
Level I - "On the hour" time.
Level II - Telling time in hours and minutes.
Level III - The vocabulary of time.
Level IV - Duration of time.

REINFORCEMENT ACTIVITIES

Client will be held responsible for time as it relates to them in all classes; i.e., punctual arrival, length of break, time to leave, etc.
Instructor should give client a duration of time to complete a task to reinforce time concepts.

PRACTICAL APPLICATION

The client will be expected to know how time affects his daily life; e.g.,
1. What time does he/she rise?
2. When is he/she due at work or at the bus stop?
3. How long is his/her lunch hour?
4. What time does school start? finish?
5. When is his/her favorite program on TV?

LESSON TITLE The Calendar

BEHAVIORAL OBJECTIVES

1. The client will be able to express the mathematics of the calendar; i.e., 7 days in a week, 52 weeks in a year, etc.
2. The client will be able to recite the days of the week and months of the year.
3. The client will be able to use a calendar in concrete examples.
4. The client will be able to identify major holidays or seasons, as well as when they occur.

ACTIVITIES

1. The client and instructor will perform exercises on objectives 1 and 2.
2. The client will employ calendars to answer questions, such as:
   a. What day is August 24?
   b. What date is the first Sunday in October?
   to satisfy objective 3.
3. Class discussion of holidays; sessions will be used to reinforce client understanding of annual events.

MATERIALS, EQUIPMENT AND FACILITIES

Classroom set of calendars.
Information sheets on calendar mathematics, names and holidays.

EVALUATION

Client will be tested on achievement of various levels of understanding expressed in the objectives.

REINFORCEMENT ACTIVITIES

Client should be made responsible for future events in other programs to reinforce need for calendar familiarity.
Client will consult calendar in planning trips, Holiday parties, vacations, dates to remember, etc.

PRACTICAL APPLICATION

The client will be asked to keep a personal calendar to remind him/her of upcoming events in and out of school.
Personal practice will reinforce understanding and regard for value of planning.

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Appendix A

EAST BRUNSWICK ADULT MENTALLY HANDICAPPED PROGRAM

PROGRAM: BASIC SKILLS

CLIENT'S NAME _____ RATER'S NAME(S) _____

Ability Level Codes: N - not able; W/A - with assistance; I - Independently

SKILL AREA	ABILITY LEVEL Pre-test Date: _____	Post-test Date: _____
MATH		
1. Recognizes numbers	_____	_____
2. Counts numbers	_____	_____
3. Addition to 10	_____	_____
4. Addition, single digit	_____	_____
5. Addition, multi-digit	_____	_____
6. Addition, with carrying	_____	_____
7. Subtraction to 10	_____	_____
8. Subtraction, single digit	_____	_____
9. Subtraction, multi-digit	_____	_____
10. Subtraction, with carrying	_____	_____
11. Time tables	_____	_____
12. Multiplication, complex	_____	_____
13. Simple division	_____	_____
14. Complex division	_____	_____
TIME	_____	_____
1. Clock by hours	_____	_____
2. Minute hand by 5 minute intervals	_____	_____
3. Months of year sequence	_____	_____
4. Days of week sequence	_____	_____
5. Use of calendar	_____	_____
6. Time, total awareness	_____	_____
_____	_____	_____

EAST BRUNSWICK ADULT MENTALLY HANDICAPPED PROGRAM

PROGRAM: BASIC SKILLS

CLIENT'S NAME _____ RATER'S NAME(S) _____

Ability Level Codes: N - not able; W/A - with assistance; I - Independently

SKILL AREA	ABILITY LEVEL	
	Pre-test Date: _____	Post-test Date: _____
MONEY		
1. Recognizes coins		
2. Associates coin with its proper name		
3. Associates monetary value of each coin		
4. Recognizes bills		
5. Associates bill with its proper name		
6. Associates monetary value of each bill		
7. Addition of values		
8. Mentally computes total amount of multiple items		
9. Calculates appropriate change		
READING		
1. Basic sign vocabulary		
2. Elementary vocabulary		
3. Reads directions		
4. Reads labels		
5. Reads schedules		
6. Reads entertainment listings		
7. Reads classified ads		
8. Reads advertisements		
9. Reads maps		
PERSONAL DATA		
1. Name - verbal		
2. Name - written		

EAST BRUNSWICK ADULT MENTALLY HANDICAPPED PROGRAM

PROGRAM: BASIC SKILLS

CLIENT'S NAME _____ RATER'S NAME(S) _____

Ability Level Codes: N - not able; W/A - with assistance; I - Independently

SKILL AREA	ABILITY LEVEL Pre-test Date:	Post-test Date:
PERSONAL DATA (Cont'd)		
3. Address - verbal		
4. Address - written		
5. Phone number - verbal		
6. Phone number - written		
TELEPHONE		
1. Answers phone appropriately		
2. Uses dial phone		
3. Uses pay phone		
4. Uses white pages		
5. Uses yellow pages		
6. Makes emergency phone calls		

CHAPTER II

BICYCLE MAINTENANCE AND REPAIR

COMPILED BY

MICHAEL PFISTER

LESSON TITLE Introduction to Workshop and Program Course

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to demonstrate an awareness of the workshop layout, work stations, location of tools, equipment, supplies and materials.	1. Clients will be shown around the workshop. The location of work stations, tools, equipment, supplies, and materials will be pointed out.
2. The client will be able to orally explain the purpose of the course and the basic content.	2. The instructor will briefly explain the purpose of the course, review general objectives of the program and the basic content of the course.
	3. The client will be asked to demonstrate an understanding of the purpose of the course and basic course content by answering teacher questions.

MATERIALS, EQUIPMENT AND FACILITIES

Bicycle maintenance and repair workshop

EVALUATION

Notation of answers to instructor's questions.
Instructor observations of client's ability to effectively use workshop to complete tasks.

REINFORCEMENT ACTIVITIES

Continuous utilization of workshop facilities, tools, equipment, supplies and materials to repair and maintain bicycles.

PRACTICAL APPLICATION

Clients will utilize their knowledge of the workshop layout to repair and maintain bicycles.

LESSON TITLE Safety

BEHAVIORAL OBJECTIVES

1. The client will observe an instructor demonstration dealing with workshop safety.
2. The client will be able to participate in a discussion about the importance of safety rules.
3. The client will be able to demonstrate an awareness of the correct safety procedures and rules in the bicycle maintenance and repair program by utilizing appropriate procedures.
4. The client will be able to demonstrate an understanding of the hazards involved in the handling of tools.

ACTIVITIES

1. The instructor will conduct a group discussion about safety procedures and safety rules to be followed by workshop participants.
2. The instructor will discuss carelessness, forgetfulness, laziness and not following directions as causes of accidents and discuss how accidents can be avoided.
3. The instructor will demonstrate a variety of reasons for wearing protective clothing.

MATERIALS, EQUIPMENT AND FACILITIES

List of Workshop Safety Rules (Appendix B)

EVALUATION

Instructor observation of clients following safety procedures when working in the workshop.

REINFORCEMENT ACTIVITIES

Safety rules and procedures will be continually reviewed and reinforced throughout all classroom activities.

PRACTICAL APPLICATION

Clients will be encouraged to organize a safe, efficient workstation at home to maintain family bicycles.

LESSON TITLE Tool Identification and Usage

BEHAVIORAL OBJECTIVES

1. The client will identify the tools/equipment used to maintain and repair bicycles.

2. The client will demonstrate the proper use of tools/equipment, as well as demonstrate good work habits.

ACTIVITIES

1. The instructor will discuss and demonstrate the safe/proper operation of equipment and tools.

2. The instructor will review the names of all bicycle tools with the client.

3. Clients will be required to demonstrate their knowledge of safety when using equipment and tools.

4. Prior to use, client will be required to identify tools and equipment by specific names.

MATERIALS, EQUIPMENT AND FACILITIES

Bicycle tools, related equipment, workshop safety procedures and rules. (Appendix B)

EVALUATION

Instructor observation of safe and proper use of tools/equipment by client. Instructor notation of client ability to identify tools before use.

REINFORCEMENT ACTIVITIES

Client will be required to identify tools/equipment before use and be able to demonstrate safe work habits at all times.

PRACTICAL APPLICATION

Tool indentification and knowledge of proper/safe usage are key elements required for employment in the bicycle maintenance and repair field.

LESSON TITLE Types of Bicycles

BEHAVIORAL OBJECTIVES

1. The client will be able to identify the various types of bicycles.

ACTIVITIES

1. Using illustrations and definitions of the various types of bicycle (Appendix F), the instructor will discuss bicycles the clients may be maintaining and repairing.

2. When questioned, the client will identify various types of bicycles.

MATERIALS, EQUIPMENT AND FACILITIES

Illustrations of various types of bicycles, (Thompson, 1979, p. 40), (Pennsylvania, 1975, pp. 9, 10), (Bora[illegible], pp. 1-10), (Arizona, 1977, p. 18).

EVALUATION

Instructor observation of clients' using proper names when maintaining and repairing bicycles.

REINFORCEMENT ACTIVITIES

Bicycle types and names will be reviewed prior to each maintenance and repair session.

PRACTICAL APPLICATION

Knowledge of bicycle type and the appropriate name is a prerequisite to maintenance and repair.

LESSON TITLE Bicycle Repairs - Brakes

BEHAVIORAL OBJECTIVES

1. The client will inspect bicycle brakes for possible problems.
2. The client will use proper tools and equipment to perform corrective work and repair various problems with bicycle brakes.
3. The client will demonstrate knowledge of "how to" repair problems with bicycle brakes.

ACTIVITIES

1. Using an illustration, the instructor will introduce and discuss the various types of bicycle brakes.
2. The instructor will discuss and demonstrate procedures, techniques and methods for repairing problems with bicycle brakes.

Bicycle brake areas of instruction:

a. Coaster brakes
b. Hand brakes
c. Cables-Threading
d. Levers
e. Caliper
f. Dragging
g. Sticking
h. Squeak
i. Cable breakage
j. Slipping
k. Jerking
l. Looseness
m. Center pull mechanism
n. Side pull mechanism
o. Brake shoes

MATERIALS, EQUIPMENT AND FACILITIES

Bicycle tools, Equipment, Bicycle
Chapter 2 - Brakes: Anybody's Bike Book by Tom Cuthbertson (California, 1979)

EVALUATION

Successful client diagnosis of problems with bicycle brakes

REINFORCEMENT ACTIVITIES

Client knowledge will be consistently reinforced through the actual inspection and repair of bicycle brakes.

PRACTICAL APPLICATION

Provides opportunities for career exploration and preparation, as well as employability skill training.

LESSON TITLE Bicycle Repairs - Frame

BEHAVIORAL OBJECTIVIES

1. The client will inspect a bicycle frame for possible problems.

2. The client will use proper tools and equipment to perform corrective work and follow instructor directives to repair various problems with the bicycle frame.

3. The client will demonstrate a knowledge of "how to" repair problems with the bicycle frame.

ACTIVITIES

1. The instructor will discuss and demonstrate procedures, techniques and methods for repairing problems with the bicycle frame.

   Bicycle frame areas of instruction:

   a. Chainguard
   b. Fenders
   c. Handlebars
   d. Head set
   e. Seat/saddle
   f. Stem
   g. Out of shape
   h. Rust
   i. Broken and cracked
   j. Sizes

MATERIALS, EQUIPMENT AND FACILITIES

Bicycle tools, Equipment, Bicycle
Chapters 3, 4, 5, 6, 8 and 9 - Anybody's Bike Book by Tom Cuthbertson. (California, 1979)

EVALUATION

Successful client diagnosis of problems with the bicycle frame

REINFORCEMENT ACTIVITIES

Client knowledge will be consistently reinforced through actual inspection and repair of a variety of bicycle frames.

PRACTICAL APPLICATION

Provides opportunities for career exploration and preparation, as well as employability skill training.

LESSON TITLE Bicycle Repairs - Wheels

BEHAVIORAL OBJECTIVES

1. The client will inspect bicycle wheels for possible problems.

2. The client will use the proper tools and equipment to perform corrective work and repair various problems with bicycle wheels.

3. The client will demonstrate a knowledge of "how to" repair problems with bicycle wheels.

ACTIVITIES

1. The instructor will discuss and demonstrate procedures, techniques and methods for repairing problems with bicycle wheels.

   Wheel areas of instruction:
   a) Removal
   b) Replacement
   c) Hubs
   d) Spokes
   e) Rims
   f) Bearings
   g) Truing rims

2. The client will demonstrate how to repair problems with bicycle wheels.

MATERIALS, EQUIPMENT AND FACILITIES

Bicycle tools, equipment, bicycle
Chapter 7 - Wheels, Anybody's Bike Book by Tom Cutherbertson

EVALUATION

Successful client diagnosis of possible problems with bicycle wheels.

REINFORCEMENT ACTIVITIES

Client knowledge will be consistently reinforced through actual inspection and repair of bicycle wheels.

PRACTICAL APPLICATION

Provides client with employability skill training and provides opportunities for career exploration and preparation.

LESSON TITLE Bicycle Repairs - Tires and Tubes

BEHAVIORAL OBJECTIVES

1. The client will inspect bicycle tires and tubes for possible problems.

2. The client will use the proper tools and equipment to perform corrective work and repair various problems with tires and tubes.

3. The client will demonstrate a knowledge of "how to" repair problems with tires and tubes.

ACTIVITIES

1. The instructor will discuss and demonstrate how to repair various problems with bicycle tires and tubes.

   Tire and tube areas of instruction:

   a. Defectiveness
   b. Rubbing
   c. Sizes
   d. Valve stem
   e. Pressure
   f. Removal
   g. Replacement
   h. Puncture
   i. Rim cuts
   j. Uneven wear
   k. Balance
   l. Patching
   m. Types and sizes

2. The client will demonstrate how to repair problems with bicycle tires and tubes.

MATERIALS, EQUIPMENT AND FACILITIES

Bicycle tools, Equipment, Bicycle
Chapter 7 - Wheels: Anybody's Bike Book by Tom Cuthbertson (California, 1979)

EVALUATION

Successful client diagnosis of a repair problem with a tire or tube.

REINFORCEMENT ACTIVITIES

Client knowledge will be consistently reinforced through actual inspection and repair of tires and tubes.

PRACTICAL APPLICATION

Provides client with employability skill training, as well as knowledge of a safe, sound bicycle.

LESSON TITLE Bicycle Repairs - Power Train System

BEHAVIORAL OBJECTIVES

1. The client will inspect various bicycle power trains for possible problems.

2. The client will use the proper equipment to perform corrective work and repair various problems with bicycle power trains.

ACTIVITIES

1. The instructor will discuss and demonstrate procedures, techniques and methods for repairing problems with bicycle power trains.

Bicycle power train areas of instruction:

a. Gear Units
   1. Derailleur
   2. Coaster
   3. Multi-speed hub
b. Pedals
c. Chain
d. Speed Selector
   1. Selector unit
   2. Cable
   3. Mechanism
   4. Control lever
e. Crank Unit
   1. Bracket
   2. Chain Wheel
   3. Crank
   4. Bearings
f. Front Hub
g. Bottom Bracket
h. Front Sprocket
i. Front and back units
j. Changer Mechanism
   1. Front Changer
   2. Back Changer

2. The client will demonstrate the procedures for making repairs to the power train system of a bicycle.

MATERIALS, EQUIPMENT AND FACILITIES

Appendix-Vestiges in Anybody's Bike Book by Tom Cuthbertson
Bicycle tools, Equipment, Bicycle

EVALUATION

Successful client diagnosis of problems with bicycle power trains.

REINFORCEMENT ACTIVITIES

Throughout the course, client will be inspecting and repairing problems with the power train system.

PRACTICAL APPLICATION

Provides opportunities for career exploration and preparation, as well as employability skill training.

LESSON TITLE Bicycle Repairs - Accessories

BEHAVIORAL OBJECTIVES

1. The client will inspect bicycle accessories for possible problems.

2. The client will use the proper tools and equipment to perform corrective work and repair various problems with bicycle accessories.

3. The client will demonstrate knowledge of "how to" repair problems with bicycle accessories.

ACTIVITIES

1. The instructor will discuss and demonstrate procedures, techniques and methods to repair problems with bicycle accessories.

   Bicycle accessory areas of instruction:

   a. Lights
   b. Reflectors
   c. Bags
   d. Baskets
   e. Mirrors
   f. Horns
   g. Toe Clips
   h. Mud Guards
   i. Kick Stand

MATERIALS, EQUIPMENT AND FACILITIES

Appendix-Vestiges in Anybody's Bike Book by Tom Cuthbertson.
Bicycle tools, equipment, bicycle.

EVALUATION

Successful client diagnosis of possible problems with bicycle accessories.

REINFORCEMENT ACTIVITIES

Throughout the course, clients will be inspecting and repairing problems with bicycle accessories.

PRACTICAL APPLICATION

Provides opportunities for career exploration and preparation, as well as employability skill training.

LESSON TITLE Bicycle Repairs - Check Sheet

BEHAVIORAL OBJECTIVES

1. The client will utilize a bicycle repair check sheet to determine problem areas of the bicycle.

ACTIVITIES

1. The instructor will introduce the bicycle repair check sheet and explain its purpose and function.
2. The client will use the check sheet to conduct a routine bicycle inspection.

MATERIALS, EQUIPMENT AND FACILITIES

Bicycle repair check sheet, bicycle, pencil, (Thompson, 1979, pp. 50. 51), (Borst, pp. 4, 5).

EVALUATION

Successful completion of bicycle check sheet (Appendix C & E)

REINFORCEMENT ACTIVITIES

Client will inspect bicycles for problems and advise instructor of needed repairs.

PRACTICAL APPLICATION

A check sheet is helpful in determining problem areas. Problem areas must be identified prior to the repair function.

LESSON TITLE Cleaning a Bicycle

BEHAVIORAL OBJECTIVES

1. The client will demonstrate the proper procedures for cleaning a dirty bicycle.

ACTIVITIES

1. The instructor will discuss the procedure, technique and method for cleaning a dirty bicycle. The instructor will point out the following procedures:

   1. Bicycle should be wiped off with a damp rag.
   2. Water should not be sprayed into the hubs, bottom bracket, head set, or rear freewheel.
   3. Use a mild soap if necessary.
   4. Polish with a bicycle wax rather than an automobile wax.
   5. Polish all chrome.
   6. After cleaning, oil needed parts to avoid rusting.

2. Client will have the opportunity to properly clean a bicycle.

MATERIALS, EQUIPMENT AND FACILITIES

Bicycle, damp rag, soap and water, chrome polish, bicycle wax, dry rags, lightweight oil.

EVALUATION

Successful cleaning of a dirty bicycle.

REINFORCEMENT ACTIVITIES

Reinforcement will be ongoing. All bicycles will be cleaned before leaving the shop.

PRACTICAL APPLICATION

Provides opportunities for career exploration and preparation, as well as employability skill training.

LESSON TITLE Bicycle Maintenance - Timetable/checklist

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. Using a bicycle maintenance timetable/checklist, the client will be able to maintain a bicycle over a period of six months. (If he/she is the owner of a bicycle, the client will be able to maintain it for the duration of ownership).	1. Referring to the bicycle maintenance timetable, the instructor will provide instruction on "how to" maintain a bicycle. 2. Referring to the timetable, the instructor will demonstrate techniques and procedures used to maintain a bicycle. 3. Client will participate in specific activities designed to maintain a bicycle.

MATERIALS, EQUIPMENT AND FACILITIES

Bicycle, tools, related equipment, lubricants, bicycle maintenance timetable and checklist (Appendix D)

EVALUATION

Teacher observation of client ability to maintain bicycles and use of bicycle checklist.

REINFORCEMENT ACTIVITIES

Maintaining bicycles will be an ongoing activity and experience.

PRACTICAL APPLICATION

Client will repair and maintain his/her own bicycle or one belonging to a customer. Maintenance may include daily, weekly, monthly, semi-annual or annual repairs.

LESSON TITLE Housekeeping - Workshop Clean-Up

BEHAVIORAL OBJECTIVES

1. Client will be able to clean the workshop, tools and equipment.

2. Client will be able to brush off tables and chairs, sweep floors, clean tools after usage and dispose of waste materials.

ACTIVITIES

1. Instructor will demonstrate how to brush off chair seats, sweep aisles and under work benches, clean tools, place sweepings in a garbage container and wipe off table tops with a damp cloth or sponge.

2. Client will be assigned specific tasks to thoroughly clean workshop after use.

MATERIALS, EQUIPMENT AND FACILITIES

Tools, supplies, garbage can, wiping cloth, sponge, dustpan, sweeping compound, handbrush, floor broom, cleaner for tables, vacuum

EVALUATION

Successful cleaning of workshop. Instructor will inspect workshop and provide feedback to clients.

REINFORCEMENT ACTIVITIES

Clients will participate in clean-up activities after every scheduled workshop class.

PRACTICAL APPLICATION

The development of housekeeping skills enhances daily living and enables the client to maintain the workshop, tools, materials and equipment.

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EAST BRUNSWICK ADULT MENTALLY HANDICAPPED PROGRAM

PROGRAM: Manual Wheelchair/Bicycle Maintenance and Repair

CLIENT'S NAME _____ RATER'S NAME _____

Ability Level Codes: N-not able; W/A-with assistance; I-Independently

SKILL AREA	ABILITY LEVEL			
	Pre-test Date: _____		Post-test Date: _____	
TOOL IDENTIFICATION AND USAGE	Identification	Usage	Identification	Usage
1. Drill				
2. Drill Bits				
3. File				
4. Hammer				
5. Mallet				
6. Pliers				
7. Safety Glasses				
8. Screwdriver				
9. Socket Wrench				
10. Spanner Wrench				
11. Spoke Wrench				
12. Tire Irons				
13. Vise				
14. Wrench (Box and Open				
EQUIPMENT IDENTIFICATION AND USAGE				
1. Air Compressor				
2. Bicycle Stand				
3. Inner Rail Extractor				
4. Stem Housing Straightener				
5. Tire Pressure Gauge				

	Identification	Usage	Identification	Usage
6. Tire Pump				
7. Wheel Truing Gauge				
8. Wheelchair Turntable				
9. Work Bench				
LUBRICANTS AND CLEANERS - USAGE				
1. Bearing Grease				
2. Chrome Polish				
3. Cleaner Wax				
4. Grease Solvent				
5. Moly Grease				
6. Vinyl/Upholstery Cleaner				
7. WD-40 Lubricant				
8. "30" Weight Oil				
BICYCLE MAINTENANCE AND REPAIR				
1. Accessories				
2. Brakes				
3. Frame				
4. Power Train System				
5. Tires and Tubes				
6. Wheels				
MANUAL WHEELCHAIR MAINTENANCE AND REPAIR				
1. Arm Assembly				
2. Back Assembly				
3. Casters				
4. Frame				
5. Front Rigging				
6. Large Wheels				
7. Seat				
8. Wheel Locks				

	Identification	Usage	Identification	Usage
CLEANING				
1. Bicycle				
2. Wheelchair				
SAFETY				
1. Follows rules and regulations				
2. Utilizes methods for eye protection				
3. Utilizes proper methods for lifting				
4. Uses proper procedures for reporting accidents				
CLEAN-UP/HOUSEKEEPING				
1. Cleans equipment and tools used				
2. Cleans work bench				
3. Disposes of all garbage				
4. Puts away all materials used				
5. Sweeps floor				
6. Maintains body cleanliness				
MISCELLANEOUS				
1. Adjusts to regulations and restrictions in work area				
2. Appropriate behavior during break periods				
3. Observes chain of command				
4. Works cooperatively with other clients				

1. PERSONAL SAFETY AND BEHAVIOR

A. Proper clothing is to be worn at all times, particularly foot protection and aprons.

B. Remove jewelry, coats, hats and roll up long sleeves.

C. Tie up long hair and keep it away from your eyes.

D. Eye protection - safety glasses must be worn when performing or observing hazardous work.

E. Proper lifting methods, i.e., bend at your knees, using your arms and legs to lift, not your back.

F. Never run, always walk carefully in the workshop.

G. No inappropriate behavior is permitted at any time, for any reason, in the workshop.

H. Start on time, clean up the work area and stop on time.

I. No smoking at any time in the workshop.

J. Report all accidents immediately, no matter how minor.

2. TOOL SAFETY AND CARE

A. Proper names of all tools, parts, materials, supplies and equipment must be learned before use.

B. Broken or damaged tools are not to be used.

C. Tool or equipment defects must be reported to the instructor immediately.

D. All tools should be placed in an orderly, safe arrangement in the tool chest/cabinet.

E. The tool chest/cabinet must be locked after use.

F. Clients must take responsibility for their tools and workstation.

G. Willful damage or misuse of tools and equipment will result in temporary suspension from workshop until a course of action is determined.

Participants are expected to work cooperatively with the instructor and their co-workers, as well as monitor the quality of their work, by following the instructors' directives <u>at all times</u>.

BICYCLE CHECK SHEET

Name_____ Group/Class_____

Bicycle Serial Number_____ Registration tag number_____

CHECK POINTS	O. K.	NOT SAFE
Size		
Driver can straddle the top tube and sit on the seat with heel on low pedal and leg straight.	____	____
Frame		
Free of breaks, cracks and bends	____	____
Handlebars		
A little higher than the seat, unbent	____	____
At right angle to front wheel, unbent	____	____
Drop bars' top even with nose of seat	____	____
Drop bars taped and plugged	____	____
Touring bars have undamaged and tight grips	____	____
Wheels		
Straight	____	____
No missing spokes	____	____
Each spoke tight	____	____
Tires		
Tread can be seen	____	____
Sidewalls not worn, without brakes	____	____
Tire inflated	____	____
Brakes		
Driver can skid tires on dry pavement	____	____
No play in coaster brakes	____	____
Levers and cables of hand brakes tight and unworn	____	____
Pedals		
No damage, no side play	____	____
Spin freely	____	____

Seat

Level with ground, tight	____	____
Right height for driver (see "size"), new driver should have both feet flat on the ground when seated	____	____

Chain guard

Tight; not rubbing chain, chain wheel or crank	____	____

Serial and registration (tag) numbers

Bicycle registration number should be recorded at top of this check sheet	____	____
Registration or tag number where required by city should also be recorded at top of this sheet	____	____

Lights and Reflectors

Front lamp works and can be seen a block away	____	____
Rear reflector can be seen a block away	____	____
Yellow-side-front reflector can be seen a block away	____	____
Red-side-rear reflector can be seen a block away	____	____
Pedal reflectors are in place	____	____
BICYCLE APPROVED FOR NIGHT DRIVING	____	____

Warning bell or horn

It works	____	____

Other parts_____ ____ ____

Comments_____

BICYCLE MAINTENANCE

Timetable/Checklist

		Satisfactory	Needs Attention
A.	**Daily**		
1.	Check gears.	____	____
2.	Check brakes--adjust if necessary.	____	____
3.	Check all accessories.	____	____
4.	As you ride, listen for odd noises.	____	____
5.	Always oil chain after riding in rain.	____	____
B.	**Weekly**		
1.	Check tire pressure.	____	____
C.	**Monthly**		
1.	Lubricate front hub, using a few drops of light oil.	____	____
2.	Lubricate rear hub, using a few drops of light oil.	____	____
3.	Remove the chain.	____	____
4.	Clean chain and soak it in lightweight oil.	____	____
5.	Reinstall chain and oil it.	____	____
6.	Apply a few drops of lightweight oil to the brake and shift cables.	____	____
7.	Apply a few drops of lightweight oil to:		
	a. all pivot points of the caliper brakes.	____	____
	b. all pivot points of the rear derailleur.	____	____
	c. all pivot points of the front derailleur.	____	____
8.	Grease pedals	____	____
9.	Apply lightweight oil to the freewheel mechanism.	____	____
10.	Clean saddle seat with warm water and soap.	____	____
11.	Check for possible wheel wobble-adjust.	____	____
D.	**Semi-Annual**		
1.	Overhaul pedals.	____	____
2.	Overhaul front and rear derailleurs.	____	____
3.	Overhaul headset.	____	____
4.	Overhaul front wheel hub.	____	____
5.	Check for wear on tires.	____	____
E.	**Annual**		
1.	Overhaul single and multispeed rear hubs	____	____
2.	Overhaul the freewheel cluster.	____	____
3.	Adjust spokes - tire wheels.	____	____

POSSIBLE PROBLEM AREAS

1. Frame
   - Broken
   - Bent
2. Fork
   - Bearings loose
   - Bent
3. Wheels
   - Spokes loose/missing
   - Wheel wobbles
   - Bearings loose/tight
   - Rim bent
4. Tires
   - Improper inflation
   - Worn tread
5. Brakes
   - Ineffective
   - Inoperable
6. Reflectors
   - Missing
   - Broken
7. Handle Bars
   - Too high/low
   - Too loose/tight
   - Grips missing/not cemented
   - Drop bars not taped/plugged
   - Not 2½" of post in tube
8. Seat
   - Loose
   - Too high/low
   - Not 2½" of post in tube
9. Pedals
   - Too loose/tight
   - Worn/bent
10. Crank and Chainwheel
    - Too loose/tight
    - Excessive dirt
11. Chain
    - Too tight/loose
    - Rusty
    - Improper lubrication
12. Headlight
    - Inoperable/missing
13. Shifters
    - Inoperable
    - Not adjusted
14. Warning Device
    - Missing/inoperable
15. Fasteners
    - Loose
    - Missing
    - Sharp edges

Definition of Terms

Bicycle Parts

BOTTOM BRACKET - Part of the bike which holds the cranks in the frame and allows them to spin freely.

CABLE - Wire to brakes or derailleur gears.

CALIPER BRAKE - This brake is a three unit hand brake. There is a hand lever unit, a cable unit, and a brake mechanism unit for each wheel.

CHAIN GUARD - Designed to go around the chain to protect one's pants and legs.

CHAIN - A flexible series of joined links. It has rollers riveted to connected plates and connects the front and rear sprockets. It transmits power from the chain wheel to the rear wheel. It is available in many sizes, none of which is interchangeable.

CHANGER MECHANISM - Moves the chain from sprocket to sprocket.

COASTER BRAKES - This brake stops the rear wheel. By reversing the pedal action the brake will stop the rear wheel. These brakes are only adequate for low-speed cycling.

CRANK - Sturdy bar of solid metal which attaches pedals to the axle.

CYCLOMETER - An instrument that indicates the number of miles a bicycle has traveled.

DERAILLEUR BICYCLE - This bicycle can include 5, 10 or 15 speeds. It has one or more chain wheels and a cluster of five freewheel sprockets in the rear. A rear derailleur hops the chain from one sprocket to another. This bicycle weighs about 25 pounds. The frames are generally 19 to 25 inches high with 27 inch wheels.

DERAILLEUR CHANGER - Made up of a control lever unit, a cable and a changer mechanism. It is used for changing bicycle speeds.

FAD BIKES - Manufactured in many sizes and shapes. More common fad bikes are the BMX, tandems, unicycles and tricycles.

FORK - A part of the bicycle that holds the front wheel to the rest of the bicycle.

FRAME - Consists of a horizontal top tube, a head tube at the front of the bicycle, a seat tube parallel to the head tube under the seat, a diagonal down tube, chain stays from bottom bracket to the rear drop-outs, and seat stays from the rear drop-outs to the top of the seat tube.

FRONT BRACKET - CHAINWHEEL - Round metal wheel with points around it. It pulls the chain when you pedal.

HANDLE BAR - This metal bar with handles on the ends is used for steering a bicycle. It is manufactured in a variety of shapes and sizes and is usually made of steel or aluminum.

HEADREST - Holds the front fork of the bicycle to the frontmost tube of the frame.

HUB - The part of a wheel that consists of an axle, two bearing sets and a casing.

HUB CHANGER - A system that consists of a control lever, a cable, an indicator chain and a mechanism in the hub of the rear wheel. It is used to change speeds on a bicycle.

KICK STAND - A device to stand up a bicycle.

MUDGUARDS - Fenders.

MUDGUARD STAYS - Fender braces.

PEDAL - A metal or metal and rubber platform which you push with your feet to make the bike travel.

POWER TRAIN - Drives the bicycle. Consists of pedals, cranks, bottom bracket set, rear sprocket (s) and perhaps a 3 speed hub or a derailleur.

QUICK-RELEASE SKEWER - A mechanism to permit the removal of front or rear wheels in seconds.

REAR CARRIER - This item is usually made of aluminum. It fits behind the seat, over the rear wheel and is used to carry packages, books and other items. It is a safe and easy way to haul things.

REAR SPROCKET - A little metal wheel with points on it for the chain. It is attached to the right side of the rear wheel. 10 and 15 speed bicycles have five rear sprockets.

REARVIEW MIRROR - Can be mounted to a handlebar or frame. It enables a bicycle driver to check behind without turning around.

REFLECTOR - An object, usually red or white in color, which reflects light. A variety of reflectorized materials are available to make the bicycle driver more noticeable.

RIM - The outer part of a wheel.

SEAT - Bicycle seats are usually made of leather or plastic. It is a place to sit.

SINGLE SPEED BICYCLE - This is the most common middleweight bicycle. It weighs about 50 - 70 pounds. The wheel sizes range from 16" to 26". Frames are 17, 19, 21 and 23 inches high. The middleweight may have coaster or caliper (hand) brakes. These bicycles are considered to be very durable.

SPEEDOMETER - An instrument that indicates how fast a bicycle is traveling.

SPOKES - Lacy wires that extend from the hub to hold a thin metal rim in a round shape.

STEM OR GOOSENECK - A curved or angled piece of tube, one end holds the handlebars, and the other end fits inside the headset (bicycle frame).

THREE SPEED BICYCLE - Built for increased speed and easier handling and riding. This bicycle comes mainly in 17, 19, 21 and 23 inch frames with 26 inch wheels and usually weighs about 40 pounds. It comes with either a coaster brake or caliper brakes or a combination of both.

TIRE - A hoop of rubber that is fixed around the rim. It is supposed to stay full of air.

TOE CLIPS - Little metal frames with leather straps that attach to the pedals and hold cyclist's feet in place.

TRAINING WHEELS - Used for balance on small bicycles to help inexperienced cyclists learn to ride quickly and safely.

TRUING - The process of centering the rim between axle locknuts; determines roundness and side-to-side alignment of rim.

VALVE - Where the air is put into a tire.

WHEELS - A circular frame connected by spokes to a central hub, capable of turning on a central axis. Each wheel has an axle, a hub with bearings, spokes, spoke nippler, a rim, a rim strip, a tire and a tube.

BICYCLE TOOLS

The following is a list of the tools that will be needed to conduct this course of study:

Allen or hex-set screw wrenches
Bicycle holding stand
Chain rivet remover
Channel lock pliers
Combination box/open end wrenches
Crank fixing bolt wrench
Crank puller
Crescent wrench
6" file
Freewheel remover
Grease gun
Hammer
Hub wrenches (spanner)
Mafac tool kit
Marker
Multiple spanner wrench
Raleigh give-away
Rubber Plastic Mallet
Screwdrivers - flat head and phillips head
Set of cone wrenches
Set of tire irons
Small vise
Socket wrench set with ratchet handle
Spoke nipple wrench
Third hand (to hold brake shoes closed while taking out cable slack)
Tire pressure gauge
Tire pump or compressor
Tire tube patch kit
Wheel truing jig or fixture
Wire clippers
"Y" socket tool

LUBRICANTS

Bearing grease
Oil (a good grade)
WD-40 or liquid wrench

CHAPTER III

MANUAL WHEELCHAIR
MAINTENANCE AND REPAIR

COMPILED BY

MICHAEL PFISTER

LESSON TITLE Workshop Safety

BEHAVIORAL OBJECTIVES

1. The client will be able to participate in a discussion about the importance of safety rules.

2. The client will be able to understand workshop and tool safety rules by utilizing prescribed procedures at all times.

ACTIVITIES

1. The instructor will conduct a group discussion about safety rules clients must follow while working in the workshop.

2. The importance of these safety rules will also be discussed.

3. Workshop safety rules will be reinforced.

4. Reinforcement of proper procedures through supervised demonstration of safe working methods by each client.

MATERIALS, EQUIPMENT AND FACILITIES

List of Workshop Safety Rules (Appendix B).

EVALUATION

Clients will be pre/post tested in all aspects of program (Appendix A).

REINFORCEMENT ACTIVITIES

Safety rules will be followed and continually reinforced throughout the course. Client will use and follow safety rules at all times in the workshop.

PRACTICAL APPLICATION

Client will be encouraged to organize and maintain a safe workshop at home.

LESSON TITLE Tool and Equipment - Identity and Usage

BEHAVIORAL OBJECTIVES

1. Client will be able to correctly identify, by name, the various tools and equipment used to maintain and repair wheelchairs.
2. Client will be able to properly utilize tools and equipment to maintain and repair wheelchairs.

ACTIVITIES

1. The instructor will pre-test the class by asking client to orally identify, by name, the various tools and equipment used to maintain and repair wheelchairs.
2. The instructor will demonstrate the function of the equipment and the use of various hand tools.
3. The client will demonstrate an understanding of the purpose of each tool and piece of equipment by orally describing and/or demonstrating its purpose to the instructor.

MATERIALS, EQUIPMENT AND FACILITIES

Various hand tools, wheelchair maintenance and repair equipment.

EVALUATION

Checklist of tools and equipment (Appendix C).

REINFORCEMENT ACTIVITIES

Client will be expected to identify and properly use tools and equipment throughout the program.

PRACTICAL APPLICATION

Proper identification and use of tools and equipment may enhance competitive employment opportunities.

LESSON TITLE Preventive Maintenance and Repairs - Footrest/Legrest (Front Rigging)

BEHAVIORAL OBJECTIVES

1. The client will be able to perform a routine inspection on the front rigging to identify deficiencies which may be affecting safety and performance.
2. The client will be able to repair located deficiencies.

ACTIVITIES

1. The instructor will discuss and demonstrate the procedures for conducting an inspection of the front rigging.
2. The instructor will discuss and demonstrate the methods and techniques to repair deficiencies in the front rigging.
3. After conducting a routine inspection, the client will utilize appropriate tools and equipment to repair located deficiencies.

MATERIALS, EQUIPMENT AND FACILITIES

Various hand tools and equipment, wheelchair, lubricants, cleaners, rags.

EVALUATION

Successful completion of routine inspection and repair of identified deficiencies.

REINFORCEMENT ACTIVITIES

Client will be required to inspect, adjust, maintain and repair wheelchairs throughout the course.

PRACTICAL APPLICATION

Provides entry level employability skill training. Knowledge of proper use of tools may enhance daily living.

LESSON TITLE Preventive Maintenance and Repairs - Large Wheels

BEHAVIORAL OBJECTIVES

1. The client will be able to perform a routine inspection to identify deficiencies in the large wheels, which are affecting safety and performance.
2. The client will be able to repair located deficiencies.

ACTIVITIES

1. The instructor will discuss and demonstrate the procedures for conducting an inspection of the large wheels.
2. The instructor will discuss and demonstrate the methods and techniques to repair deficiencies.
3. After conducting a routine inspection, the client will utilize tools and equipment to repair located deficiencies.

   Areas of instruction include:
   1. Alignment
   2. Spokes - broken, equal tighteners
   3. Bearings - adjustments
   4. Tires - How to lace a solid rubber tire
   5. Handrims and attaching hardware
   6. Axles and axle lock nuts
   7. Hub caps
   8. Tire setter
   9. Truing rack
   10. Patching
   11. Pressure
   12. Solid rubber tires
   13. Pneumatic tires

MATERIALS, EQUIPMENT AND FACILITIES

Various hand tools and equipment, wheelchair, lubricants, cleaner, rags.

EVALUATION

Completion of routine inspection. Checklist of deficiencies. Successful repair of deficiencies.

REINFORCEMENT ACTIVITIES

Client will inspect, adjust, maintain and repair wheelchairs throughout the course.

PRACTICAL APPLICATION

Provides entry level employment skill training. Knowledge of proper use of tools may enhance daily living.

LESSON TITLE Preventive Maintenance and Repairs - Casters

BEHAVIORAL OBJECTIVES

1. The client will be able to perform a routine inspection to identify deficiencies in the caster wheels, which are affecting safety and performance.
2. The client will be able to repair located deficiencies.

ACTIVITIES

1. The instructor will discuss and demonstrate the procedures for conducting an inspection of the caster wheels.
2. The instructor will discuss and demonstrate the methods and techniques to repair deficiencies.
3. After conducting a routine inspection, clients will utilize tools and equipment to repair located deficiencies.

   Areas of instruction include:
   1. Forks and retaining mechanism
   2. Stem bearings
   3. Wheels and bearings - wobble
   4. Tires - pressure
   5. Housing

MATERIALS, EQUIPMENT AND FACILITIES

Various hand tools and equipment, wheelchair, lubricants, cleaners, rags.

EVALUATION

Completion of routine inspection of caster wheels. Successful repair of deficiencies.

REINFORCEMENT ACTIVITIES

The client will inspect, adjust, maintain and repair wheelchairs throughout the course.

PRACTICAL APPLICATION

Provides entry level employment skill training. Knowledge of proper use of tools may enhance daily living.

LESSON TITLE Preventive Maintenance and Repair - Wheel Locks

BEHAVIORAL OBJECTIVES

1. The client will be able to conduct a routine inspection to identify deficiencies in the wheel locks, which are affecting safety and performance.
2. The client will be able to repair located deficiencies.

ACTIVITIES

1. The instructor will discuss and demonstrate the procedure for conducting an inspection of the wheel locks.
2. The instructor will discuss and demonstrate the methods and techniques to repair deficiencies.
3. After conducting a routine inspection, the client will utilize tools and equipment to repair located deficiencies.

   Areas of instruction include:
   1. Toggle or over-center locks - pushing and pulling
   2. Lever and latch locks
   3. Chain type wheel locks
   4. Mounting bracket
   5. Rubber handle tip
   6. Adjustments - excessive wear

MATERIALS, EQUIPMENT AND FACILITIES

Various hand tools and equipment, wheelchair, lubricants, cleaners, rags.

EVALUATION

Instructor observation of client ability to inspect and repair a wheelchair frame.

REINFORCEMENT ACTIVITIES

Client will be required to inspect, adjust, maintain and repair wheelchairs throughout the course.

PRACTICAL APPLICATION

Provides entry level employment skill training. Knowledge of proper use of tools may enhance daily living.

LESSON TITLE Preventive Maintenance and Repair - Frame

BEHAVIORAL OBJECTIVES

1. The client will be able to conduct a routine inspection to identify deficiencies in the frame, which are affecting safety and performance.
2. The client will be able to repair located deficiencies.

ACTIVITIES

1. The instructor will discuss and demonstrate the procedure for conducting an inspection of the frame.
2. The instructor will discuss and demonstrate the methods and techniques to repair deficiencies.
3. After conducting a routine inspection, the client will utilize tools and equipment to repair located deficiencies.

   Areas of instruction include:
   1. Front post slides - bent, short, long
   2. Cross bars (X-brace), damage, excessive wear, free floating center pin
   3. Brazed (welded) joints
   4. Tipping lever sleeves

MATERIALS, EQUIPMENT AND FACILITIES

Various hand tools and equipment, wheelchair, lubricants, cleaner, rags.

EVALUATION

Completion of inspection of the frame. Checklist of deficiencies. Successful repair of frame deficiencies.

REINFORCEMENT ACTIVITIES

The client will inspect, adjust, maintain, and repair wheelchair throughout the course.

PRACTICAL APPLICATION

Provides entry level employment skill training. Knowledge of proper use of tools may enhance daily living.

LESSON TITLE Preventive Maintenance and Repair - Seat Assembly

BEHAVIORAL OBJECTIVES

1. The client will be able to conduct a routine inspection to identify deficiencies in the seat assembly, which are affecting safety and performance.
2. The client will be able to repair located deficiencies.

ACTIVITIES

1. The instructor will discuss and demonstrate the procedure for conducting an inspection of the seat assembly.
2. The instructor will discuss and demonstrate the methods and techniques to repair deficiencies.
3. After conducting a routine inspection, the client will utilize tools and equipment to repair located deficiencies.

   Areas of instruction include:
   1. Appearance and condition - rips, tears
   2. Mounting hardware
   3. Reinforcing strips - sag or slack
   4. Inner liner
   5. Seat rail guide tips - deformed, burred, missing

MATERIALS, EQUIPMENT AND FACILITIES

Various hand tools and equipment, wheelchair, lubricant, cleaner, rags.

EVALUATION

Completion of routine inspection of seat assembly. Successful repair of seat assembly deficiencies.

REINFORCEMENT ACTIVITIES

Client will inspect, adjust, maintain and repair wheelchairs throughout the course.

PRACTICAL APPLICATION

Provides entry level employment skill training. Knowledge of proper use of tools may enhance daily living.

LESSON TITLE Preventive Maintenance and Repair - Back Assembly

BEHAVIORAL OBJECTIVES

1. The client will be able to conduct a routine inspection to identify deficiencies in the back assembly, which affect safety and performance.
2. The client will be able to repair located deficiencies.

ACTIVITIES

1. The instructor will discuss and demonstrate the procedure for conducting an inspection of the wheelchair back assembly.
2. The instructor will discuss and demonstrate the methods and techniques to repair deficiencies.
3. The client will properly utilize tools and equipment to make repairs after inspecting a wheelchair back assembly.

   Areas of instruction include:
   1. Upholstery and liner - rips, tears, slack, inner metal side stripe
   2. Handgrips - looseness, replacements, adhesive bond
   3. Attaching hardware - screws
   4. Backpost and bottom rail - bent, cracked or peeling chrome plating
   5. Reclining back adjustment
   6. Spreader bar assembly - reclining back models

MATERIALS, EQUIPMENT AND FACILITIES

Various hand tools and equipment, wheelchair, lubricant, rags, cleaner.

EVALUATION

Completion of routine inspection. Successful repair of back assembly deficiencies.

REINFORCEMENT ACTIVITIES

Client will inspect, adjust, maintain and repair wheelchairs throughout the course.

PRACTICAL APPLICATION

Provides entry level employment skill training. Knowledge of proper use of tools may enhance daily living.

LESSON TITLE Preventive Maintenance and Repair - Arm Assembly

BEHAVIORAL OBJECTIVES

1. The client will be able to conduct a routine inspection to identify deficiencies in arm assemblies, armrests, armlocks and side panels, which affect safety and performance.

2. The client will be able to repair located deficiencies.

ACTIVITIES

1. The instructor will discuss and demonstrate the procedure for conducting an inspection of the wheelchair arm assembly.

2. The instructor will discuss and demonstrate the methods and techniques to repair deficiencies.

3. The client will utilize tools and equipment to make repairs after inspecting a wheelchair arm assembl

Areas of instruction include:
1. Arm assembly secure, but not binding
2. Armrests - cracks, sharp edges
3. Protruding screws
4. Bent chair frame
5. Sidepanels - sharp edges, cracks, loose screws, splits, rips
6. Armlocks - not binding, lubrication

MATERIALS, EQUIPMENT AND FACILITIES

Various hand tools and equipment (see list), wheelchair, lubricant, rags, cleaner.

EVALUATION

Completion of routine inspection. Checklist of arm assembly. Successful repair of arm assembly deficiencies.

REINFORCEMENT ACTIVITIES

Client will inspect, adjust, maintain and repair wheelchairs throughout the course.

PRACTICAL APPLICATION

Provides entry level employment skill training. Knowledge of proper use of tools may enhance daily living.

LESSON TITLE Cleaning a Wheelchair

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to clean and polish a wheelchair.	1. The instructor will demonstrate the procedures for cleaning and polishing a wheelchair. 2. Following the demonstration, the client will have an opportunity to utilize the procedures to clean and polish a wheelchair. Note Water under the chrome tubing will cause rusting of the wheelchair from the inside out.

MATERIALS, EQUIPMENT AND FACILITIES

Cleaner, rags, polish, wax.

EVALUATION

Successful cleaning and polishing of wheelchair.

REINFORCEMENT ACTIVITIES

Upon completion of repairs, wheelchairs will be cleaned and polished by the client.

PRACTICAL APPLICATION

Client will be encouraged to clean and polish chrome items at home, i.e. bicycles, family automobile, kitchen appliances, etc.

LESSON TITLE Housekeeping - Workshop Clean-up

BEHAVIORAL OBJECTIVES

1. Client will be able to clean the workshop, tools and equipment.

2. Client will be able to brush off tables and chairs, sweep floors, clean tools after usage and dispose of waste materials.

ACTIVITIES

1. Instructor will demonstrate how to brush off chair seats, sweep aisles and under work benches, clean tools, place sweepings in a garbage container and wipe off table tops with a damp cloth or sponge.

2. Client will be assigned special tasks to thoroughly clean workshop after use.

MATERIALS, EQUIPMENT AND FACILITIES

Tools, supplies, garbage can, wiping cloth, sponge, dustpan, sweeping compound, handbrush, floor broom, cleaner for tables, vacuum.

EVALUATION

Successful cleaning of workshop.

REINFORCEMENT ACTIVITIES

Client will participate in clean-up activities after every scheduled workshop class.

PRACTICAL APPLICATION

The development of housekeeping skills enhances daily living and enables the client to maintain the workshop, tools, materials and equipment.

BIBLIOGRAPHY

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Center for Occupational Curriculum Development. A Stitch in Time, Wheelchair Maintenance and Repair. Austin, Texas, 1982

Appendix A

EAST BRUNSWICK ADULT MENTALLY HANDICAPPED PROGRAM

PROGRAM: Manual Wheelchair/Bicycle Maintenance and Repair

CLIENT'S NAME _____ RATER'S NAME _____

_____

Ability Level Codes: N-not able; W/A-with assistance; I-Independently

SKILL AREA	ABILITY LEVEL			
	Pre-test Date: _____		Post-test Date: _____	
TOOL IDENTIFICATION AND USAGE	Identification	Usage	Identification	Usage
1. Drill	____	____	____	____
2. Drill Bits	____	____	____	____
3. File	____	____	____	____
4. Hammer	____	____	____	____
5. Mallet	____	____	____	____
6. Pliers	____	____	____	____
7. Safety Glasses	____	____	____	____
8. Screwdriver	____	____	____	____
9. Socket Wrench	____	____	____	____
10. Spanner Wrench	____	____	____	____
11. Spoke Wrench	____	____	____	____
12. Tire Irons	____	____	____	____
13. Vise	____	____	____	____
14. Wrench (Box and Open)	____	____	____	____
EQUIPMENT IDENTIFICATION AND USAGE				
1. Air Compressor	____	____	____	____
2. Bicycle Stand	____	____	____	____
3. Inner Rail Extractor	____	____	____	____
4. Stem Housing Straightener	____	____	____	____
5. Tire Pressure Gauge	____	____	____	____

	Identification	Usage	Identification	Usage
6. Tire Pump				
7. Wheel Truing Gauge				
8. Wheelchair Turntable				
9. Work Bench				
LUBRICANTS AND CLEANERS - USAGE				
1. Bearing Grease				
2. Chrome Polish				
3. Cleaner Wax				
4. Grease Solvent				
5. Moly Grease				
6. Vinyl/Upholstery Cleaner				
7. WD-40 Lubricant				
8. "30" Weight Oil				
BICYCLE MAINTENANCE AND REPAIR				
1. Accessories				
2. Brakes				
3. Frame				
4. Power Train System				
5. Tires and Tubes				
6. Wheels				
MANUAL WHEELCHAIR MAINTENANCE AND REPAIR				
1. Arm Assembly				
2. Back Assembly				
3. Casters				
4. Frame				
5. Front Rigging				
6. Large Wheels				
7. Seat				
8. Wheel Locks				

	Identification	Usage	Identification	Usage
CLEANING				
1. Bicycle				
2. Wheelchair				
SAFETY				
1. Follows rules and regulations				
2. Utilizes methods for eye protection				
3. Utilizes proper methods for lifting				
4. Uses proper procedures for reporting accidents				
CLEAN-UP/HOUSEKEEPING				
1. Cleans equipment and tools used				
2. Cleans work bench				
3. Disposes of all garbage				
4. Puts away all materials used				
5. Sweeps floor				
6. Maintains body cleanliness				
MISCELLANEOUS				
1. Adjusts to regulations and restrictions in work area				
2. Appropriate behavior during break periods				
3. Observes chain of command				
4. Works cooperatively with other clients				

1. PERSONAL SAFETY AND BEHAVIOR

A. Proper clothing is to be worn at all times, particularly foot protection and aprons.

B. Remove jewelry, coats, hats and roll up long sleeves.

C. Tie up long hair and keep it away from your eyes.

D. Eye protection - safety glasses must be worn when performing or observing hazardous work.

E. Proper lifting methods, i.e., bend at your knees, using your arms and legs to lift, not your back.

F. Never run, always walk carefully in the workshop.

G. No inappropriate behavior is permitted at any time, for any reason, in the workshop.

H. Start on time, clean up the work area and stop on time.

I. No smoking at any time in the workshop.

J. Report all accidents immediately, no matter how minor.

2. TOOL SAFETY AND CARE

A. Proper names of all tools, parts, materials, supplies and equipment must be learned before use.

B. Broken or damaged tools are not to be used.

C. Tool or equipment defects must be reported to the instructor immediately.

D. All tools should be placed in an orderly, safe arrangement in the tool chest/cabinet.

E. The tool chest/cabinet must be locked after use.

F. Clients must take responsibility for their tools and workstation.

G. Willful damage or misuse of tools and equipment will result in temporary suspension from workshop until a course of action is determined.

Participants are expected to work cooperatively with the instructor and their co-workers, as well as monitor the quality of their work, by following the instructor's directives at all times.

Appendix C

Manual Wheelchair Tool and Equipment
Checklist

Code: Y=Yes
N=No

	Identification	Usage
Ball peen hammer	____	____
Bench tire setter	____	____
Blade screwdrivers	____	____
Bottom inner rail extractors	____	____
Box wrenches	____	____
Channel lock pliers	____	____
Crescent wrench	____	____
Drift pin	____	____
Drill	____	____
Drill bits	____	____
Dust cap/tool bearing setter	____	____
Metal file	____	____
Phillips screwdrivers	____	____
Rubber/plastic mallet	____	____
Safety glasses	____	____
Set of tire irons	____	____
Socket wrench set	____	____
Spanner wrenches	____	____
Spoke wrench	____	____
Stem housing straightener	____	____
Storage cabinets and shelves	____	____
Stubby screwdrivers	____	____
Tire pressure gauge	____	____
Tire pump or air compressor	____	____
Tire tube patch kit	____	____

	Identification	Usage
Vise	_____	_____
Wheelchair turntable	_____	_____
Wheel truing gauge	_____	_____
Workbench	_____	_____

Definition of Terms
Wheelchair Parts

1. Armlocks - locks that squarely and fully engage the arm assembly of the wheelchair.
2. Armrest - an arm or elbow support at the side of a wheelchair.
3. Ball Bearing - a friction reducing bearing which enables the parts to turn freely on rolling metal balls.
4. Caster - a small swiveled wheel used to support and move the front of a wheelchair.
5. Center Pin - a free-floating bolt between the cross-brace.
6. Cross-Brace - two metal bars beneath the seat of a wheelchair.
7. Footplate - a footrest.
8. Frame - welded tubular bars.
9. Handgrip - a handgrasp used to push or pull the wheelchair.
10. Handrim - a circular bar around the wheel which is used to self-propel the wheelchair.
11. Legrest - a padded upholstered panel used to rest the leg.
12. Seat Rail Guide Tips - plastic pieces on seat rails that guide the closure of a wheelchair.
13. Side Panel - a piece of stainless steel attached to the side of the wheelchair.
14. Spoke - a brace extending from the hub to the rim of a wheel.
15. Tire - a hoop of rubber, solid or filled with air, fixed around the wheel of a wheelchair.
16. Upholstery - embossed and non-embossed material used for the seat and back of a wheelchair.
17. Wheel - a circular frame connected by spokes to a central hub, capable of turning on a central axis.
18. Wheel Lock - prevents the large wheels on a wheelchair from rotating when entering or leaving the chair, can be adjusted if tires wear down.

CHAPTER IV

PERSONAL AWARENESS

COMPILED BY

JOAN DAVIES

LESSON TITLE Grooming - Bath or Shower

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to understand the need to bathe or shower daily.	1. The teacher will show and discuss the filmstrip "Shower" and "Bath".
2. The client will be able to learn correct techniques for bathing and showering emphasizing genital and underarm areas.	2. The teacher will demonstrate on dolls with wash cloth and soap the proper steps for washing during a bath or shower.
3. The client will be able to list or recite skills needed to complete his/her personal routine.	3. The teacher will demonstrate the use of deodorant, brushing of teeth, application of powder, styling of hair, nail care and shaving.

MATERIALS, EQUIPMENT AND FACILITIES

Anatomically correct male/female dolls, filmstrips, soap, towels, combs, brushes, hair dryer, nail kit, nail brushes.

EVALUATION

Teacher observation of grooming skills. Checklist of health and grooming skills.

REINFORCEMENT ACTIVITIES

The cooking teacher will supervise the washing of hands and nails prior to the handling of food. Clients who work at the coffee stand will arrive appropriately groomed.

PRACTICAL APPLICATION

Client will be encouraged to independently groom himself at home and arrive at school and/or work well groomed.

LESSON TITLE: Grooming (Teeth, Nails, Hair Care, Shaving)

BEHAVIORAL OBJECTIVES:

1. The client will be able to take care of his teeth, nails, hair and shave when necessary.
2. The client will be able to care for his own grooming needs through practice sessions.
3. The client will be able to initiate and complete his daily grooming routine.

ACTIVITIES:

1. The teacher will demonstrate the care of teeth, nails, hair styling and shaving.
2. The client will gather toothbrush, nail brush, comb, brush and razor and report to men's/ladies room to practice skill. After completing his/her grooming routine, the client will return to classroom and put away all grooming materials.
3. The client and teacher will discuss the frequency, time of day and need for grooming procedures.

MATERIALS, EQUIPMENT AND FACILITIES:

Toothbrushes, nail brushes, bars of soap, electric razor, toothpaste, combs, brushes.

EVALUATION:

Checklist of health and grooming skills.

REINFORCEMENT ACTIVITIES:

The staff will positively reinforce good grooming habits by complimenting individual clients when appropriate.

PRACTICAL APPLICATION:

The client will be encouraged to be in charge of his own grooming at home. The client will be encouraged to arrive at school, workshop, socials, etc. properly groomed.

LESSON TITLE Basic Health Care

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to recognize the symptoms of a cold, flu, headache, muscle tension and muscle cramps.	1. The teacher will describe the symptoms of a cold, flu, headache, muscle tension and muscle cramps and discuss appropriate action.
2. The client will be able to safely use aspirin, cough medicine and thermometer.	2. The client will role play decision making in the care of someone who has a headache, cold, flu and fever.
3. The client will be able to massage away muscle tension and muscle cramps.	3. The teacher will demonstrate massage techniques designed to relieve tension headache or muscle cramps.

MATERIALS, EQUIPMENT AND FACILITIES

First Aid Kit.

EVALUATION

Teacher evaluation of role playing situation and appropriateness in discision making for various ailments. Checklist.

REINFORCEMENT ACTIVITIES

The client will exhibit understanding of minor ailments and be able to suggest proper action.

PRACTICAL APPLICATION

The client will be encouraged to take care of himself, as well as friends and family when experiencing the above symptoms.

LESSON TITLE Basic First Aid

BEHAVIORAL OBJECTIVES

1. The client will be able to care for minor injuries, i.e., cuts, bruises, insect bites and minor burns.
2. The client will be able to determine the difference between a major and minor injury.
3. The client will be able to report a major injury to the proper person.

ACTIVITIES

1. The teacher will demonstrate and discuss how to care for a variety of minor injuries.
2. The teacher will discuss and role play major injuries and how to report them to the proper person.
3. The client will role play, notifying the person in charge, calling the police or first aid squad.

MATERIALS, EQUIPMENT AND FACILITIES

First Aid Kit, telephone.

EVALUATION

Teacher evaluation of role playing situations. Check list.

REINFORCEMENT ACTIVITIES

One client will be assigned first aid duty at the social programs on a rotating basis. Basic skills instructor will reinforce emergency telephone procedures.

PRACTICAL APPLICATION

The client will be encouraged to care for his own, as well as friends and family's minor injuries.

LESSON TITLE Body Parts

BEHAVIORAL OBJECTIVES

1. The client will be able to identify the body parts of both men and women and use the medical terminology for same.

2. The client will be able to locate the body parts, penis, scrotum, testicles, anus, breasts and vagina on pictures and drawing.

3. The client will be able to understand that all class discussions are confidential. (Reminder at end of each class).

ACTIVITIES

1. The teacher will draw a picture of a male and a female on the board and solicit names of specific body parts from the students. The teacher will accept and write names on the board stressing the use of the medically correct terminology.

2. The teacher will point out body parts on the pictures and have students verbally repeat same. The teacher will point out genital body parts. The students will point to or touch the body parts, when the teacher asks the question "Where is?"

3. The teacher will remind the class of the importance of confidentiality.

MATERIALS, EQUIPMENT AND FACILITIES

Anatomically correct male/female dolls, ditto of male and female body parts, Human Sexuality portfolio.

EVALUATION

The student will be able to fill in the ditto of body parts or point out body parts.

REINFORCEMENT ACTIVITIES

The client will be reminded by other teachers to use correct terminology when referring to body parts. The dance teacher will use the knowledge of body parts in relationship to dance and movement.

PRACTICAL APPLICATION

The client will be encouraged to use correct vocabulary in a doctor's office, school, workshop, home, etc. The client will understand the slang terms for body parts used by peers and society, i.e., television.

LESSON TITLE Body Parts Games

BEHAVIORAL OBJECTIVES

1. The client will be able to increase his/her knowledge and acceptance of body parts by playing Body Bingo.*

2. The client will be able to determine body differences by participating in an activity called "Draw a Mate."

3. The client will be able to demonstrate knowledge of body parts by participating in an activity called Body Baseball.

ACTIVITIES

1. The teacher will use the game Body Bingo. A client will call out the winning card: the winner will be the next caller.

2. The client will draw the nude body of their ideal mate on large white paper. The teacher will walk around the classroom and provide neutral reinforcement, i.e., "I see you included the penis, vagina, etc." - "I see you like long hair."

3. The teacher will line up two teams at the back of the room. The teacher will draw a body part on the blackboard, a member of each team will run to the board and touch it. The first person to reach the board will guess the part. If correct, the team scores one point. If incorrect, the other team has a chance to answer and score a point.

MATERIALS, EQUIPMENT AND FACILITIES

Body Bingo Game, bingo markers, black magic markers, white butcher's paper

EVALUATION

Pre/post test of male/female body parts (Appendix A).

REINFORCEMENT ACTIVITIES

Client will be encouraged to use appropriate vocabulary when referring to male/female body parts.

PRACTICAL APPLICATION

Client will be encouraged to use appropriate vocabulary in doctor's offices, etc.

*Use a home made Bingo Card set up with the letters Bingo on top. Include pictures of body parts learned in card spaces and call as you would regular Bingo using the letter and body part instead of a number.

LESSON TITLE Female Puberty

BEHAVIORAL OBJECTIVES

1. The client will be able to recognize signs, symptoms, and moods of puberty.
2. The client will be able to understand what happens to a woman's body during puberty.
3. The client will be able to understand the relationship between puberty and menstruation.

ACTIVITIES

1. The client will discuss the physical changes which took place during their teen years.
2. The teacher will show pictures of a girl/woman and point out the physical changes. The client will view the filmstrip "Becoming a Woman." The client will discuss their fears about developing breasts, pubic hair and acne. The client will discuss the internal bodily changes that occur during puberty.
3. The client will discuss the process of menstruation and how it relates to reproduction.

MATERIALS, EQUIPMENT AND FACILITIES

Filmstrip; "Becoming a Woman", Human sexuality portfolio.

EVALUATION

Each client will be pre/post tested with an instructor designed assessment instrument (Appendix A) and a menstruation questionnaire (Appendix C).

REINFORCEMENT ACTIVITIES

Staff members will be requested to recognize and publicly reinforce appropriate dress, body hygiene and social behavior.

PRACTICAL APPLICATION

The client will be encouraged to select age appropriate clothing and toiletries during community shopping trips.

LESSON TITLE Male Puberty

BEHAVIORAL OBJECTIVES

1. The client will be able to recognize the signs, symptoms and moods of puberty.
2. The client will be able to understand the physical changes that occur during puberty.
3. The client will be able to understand the occurrence of erections, wet dreams and sexual fantasies.

ACTIVITIES

1. The client will view the filmstrip, "Becoming a Man." The teacher will show pictures of a boy/man and point out the physical maturity differences.
2. The client will discuss their fears about developing facial and pubic hair and the occurrence of erections, wet dreams and sexual fantasies.
3. The teacher will lecture on the internal physical development of a man and discuss how it relates to reproduction.

MATERIALS, EQUIPMENT AND FACILITIES

Filmstrip: "Becoming a Man", Human Sexuality Portfolio.

EVALUATION

Each client will be Pre-post tested with an instructor designed assessment instrument (Appendix A).

REINFORCEMENT ACTIVITIES

Staff members will be requested to recognize and publicly reinforce appropriate dress, body hygiene and social behavior.

PRACTICAL APPLICATION

The client will be encouraged to select age appropriate clothing and toiletries during community shopping trips.

LESSON TITLE Menstruation

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to understand the process and potential problems associated with menstruation.	1. The teacher will show the movie, "Naturally A Girl." The teacher will lead a discussion on menstrual cramps, mood swings and physical activity during menstruation. The teacher will use drawings on the board to describe the functions of a woman's body during her monthly cycle.
2. The client will be able to demonstrate knowledge of the sanitary products available for menstruation.	2. The teacher will use dolls to demonstrate the various sanitary products on the market for menstruation.
3. The client will be able to use menstruation products and practice proper hygiene during menstruation.	3. The client will use dolls to role play using sanitary products and demonstrate their proper disposal The teacher will use dolls to demonstrate proper hygiene during menstruation.

MATERIALS

Anatomically correct female doll, menstruation products, wash cloth, soap, pad with simulated blood stain. Film, "Naturally A Girl."

EVALUATION

Teacher evaluation of role playing situations. Successful use of sanitary products. Menstruation questionnaire (Appendix C).

REINFORCEMENT ACTIVITIES

During a community experience, client will purchase sanitary products at a local drug store.

PRACTICAL APPLICATION

The client will be encouraged to care for herself during menstruation. The client will be encouraged to independently purchase sanitary products.

LESSON TITLE Pelvic and Breast Exam

BEHAVIORAL OBJECTIVES

1. The client will be able to understand the medical significance of having regular pelvic and breast exams.
2. The client will be able to perform a breast self-examination.
3. The client will be able to call a doctor to make an appointment.
4. The client will be able to describe a health problem to a doctor.

ACTIVITIES

1. The teacher will list statistics of cancer of the breasts and cervix and the occurrence of cysts, etc.. The teacher will show the film "Your Pelvic and Breast Exam."
2. The client will practice a breast self-examination.
3. The client will role play calling a doctor.
4. The client will role play describing a health problem to a doctor.

MATERIALS, EQUIPMENT AND FACILITIES

Film "Your Pelvic and Breast Exam", telephone.

EVALUATION

Successful completion of breast self-examination. Successful role play of a telephone call to a doctor.

REINFORCEMENT ACTIVITIES

Client will keep a calendar of doctor's appointments.

PRACTICAL APPLICATION

Client will be encouraged to perform breast self-examination at home. Client will be encouraged to independently make appointments with a doctor.

LESSON TITLE Personal Privacy

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to understand masturbation and the myths and statistics that surround it.	1. The teacher will lecture on masturbation and dispell its myths.
2. The client will be able to understand the concepts of owning one's body and "privacy."	2. The teacher will discuss the concepts of "personal preference," "ownership of one's body" and "privacy."
3. The client will be able to define privacy and confidentiality.	3. The teacher will discuss the legal ramifications of inappropriate masturbation. The teacher will reinforce the concept of confidentiality.

MATERIALS, EQUIPMENT AND FACILITIES

Human Sexuality Portfolio.

EVALUATION

Elimination of inappropriate masturbation. Social Maturity Checklist, (Appendix D).

REINFORCEMENT ACTIVITIES

Other teachers can diminish inappropriate masturbation by instructing the client to go to the bathroom.

PRACTICAL APPLICATION

The client will be encouraged to discuss the need for privacy with his/her family.
The client will be encouraged to respect the privacy of others.
The client will not masturbate in public.

NOTE: This is a difficult class for both client and teacher. It may be helpful for the teacher to read the dialogue on back of the pictures contained in the Human Sexuality Portfolio (See Bibliography).

LESSON TITLE Exploitation

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to determine what exploitation is: i.e., touching genitals or breasts; physical abuse; being asked to take a ride by a stranger.	1. The teacher will lecture on: "Who is in charge of your body?"
2. The client will be able to demonstrate (role play) with teacher three situations of exploitation.	2. The teacher will show pictures of exploitative situations and discuss what does and does not constitute exploitation. The client will role play three different potentially exploitative situations and respond to each.
3. The client will be able to demonstrate four ways of handling an exploitative situation.	3. The client will practice: a. verbal command b. physical force c. flight from situation d. going for help

MATERIALS, EQUIPMENT AND FACILITIES

Pictures of exploitation selected by the instructor from publicly available print media.

EVALUATION

Instructor observation of appropriate client reaction to pictures of exploitation.

REINFORCEMENT ACTIVITIES

Successful identification of potentially exploitative situations from a group of ten pictures.

PRACTICAL APPLICATION

The client will be able to recognize and handle a situation of exploitation in the home, workshop, school, community, etc.

LESSON TITLE Friendship

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to understand the concept of friendship.	1. The teacher will ask for responses to the question, "What is a friend" and put the answers on the board. The client will list some activities friends participate in together.
2. The client will be able to develop a friendship and learn how to maintain it.	2. The client will role play initiating a friendship and/or handling a rejection of friendship. The clients will list how to maintain a friendship, i.e., phone calls, compliments, kindness, sharing activities.
3. The client will be able to handle conflict in a friendship.	

EVALUATION

The teacher will observe how client interacts with other clients. Development of new friendships. Social Maturity Checklist (Appendix D).

REINFORCEMENT ACTIVITIES

Other teachers can foster and encourage friendships and assist clients in solving potential problems.

PRACTICAL APPLICATION

The client will be encouraged to initiate and maintain friendships that meet his/her needs outside of the adult school setting.

LESSON TITLE Dating

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to understand the concept of dating.	1. The teacher will elicit responses to "What a date with another person means to each client."
2. The client will be able to exhibit appropriate behavior for setting up and experiencing a date.	2. The client will role play asking for and accepting a date.
3. The client will be able to accept or refuse a date as well as understand how to handle being refused a dating request.	3. The client will role play asking for a date, rejecting a date or being refused a request for a date.
4. The client will understand appropriate social interaction possibilities while dating.	4. The client will role play some possible conversation on a date, i.e.: common interests, family, trips, work and hobbies.

MATERIALS, EQUIPMENT AND FACILITIES

Human Sexuality Portfolio, telephone.

EVALUATION

The teacher will evaluate specific predetermined behaviors during role playing situations. Pre/post dating checklist can be developed to coincide with behaviors taught.

REINFORCEMENT ACTIVITIES

Other teachers can encourage dating among clients who seem interested in each other. Community experience trips can be planned as dates.

PRACTICAL APPLICATION

Client will be encouraged to independently set up a date during a weekend.

LESSON TITLE Love

BEHAVIORAL OBJECTIVES

1. The client will understand that there are similarities and differences between love and infatuation.
2. The client will be able to answer questions indicating that he/she can understand some of the differences between love and infatuation.
3. The client will develop an understanding of realistic expectations and attitudes in reference to a love relationship.

ACTIVITIES

1. The teacher will discuss the similarities and differences between infatuation and love.
2. The class will discuss the following issues:
   a. Do you agree with everything he/she says?
   b. Do you see both negative and positive qualities in your boyfriend/girlfriend?
   c. Are you jealous when you see him/her with someone else?
   d. Do you pout or cry when you don't get your own way or when you feel he/she isn't paying attention to you?

EVALUATION

The teacher will evaluate the clients ability to 1) differentiate between love and infatuation, 2) exhibit realistic responses in reference to demands and expectations in a relationship.

REINFORCEMENT ACTIVITIES

Other teachers can encourage the clients to realistically evaluate their situation when a client inappropriately says he/she is in love. Exhibited unrealistic demands or expectations will be discussed immediately by staff in other program components.

PRACTICAL APPLICATION

Client can develop meaningful and enriching relationships outside of the program.

LESSON TITLE Intimacy

BEHAVIORAL OBJECTIVES

1. The client will be aware of confidentiality of class information.
2. The client will learn what intercourse is and who participates in intercourse.
3. The client will be able to discuss his/her knowledge of foreplay and intercourse.
4. The client will be aware of the social responsibility of intercourse, i.e., maturity, privacy, pregnancy.

ACTIVITIES

1. The teacher will reinforce the importance of confidentiality of class information.
2. The teacher will discuss love and intimacy, i.e., when people really love each other or are married, they want to become as close as possible.
3. The teacher will discuss foreplay and intercourse.
4. The teacher will present a values lesson on whether intercourse is bad or good and discuss who engages in intercourse.

MATERIALS, EQUIPMENT AND FACILITIES

Human Sexuality Portfolio, film, film strips.

EVALUATION

Checklist.

REINFORCEMENT ACTIVITIES

Supervised, small group discussions with topics of intimacy.

PRACTICAL APPLICATION

Appropriate public behavior out of class.
Appropriate and responsible private behavior, based on maturity, ability and circumstance.

LESSON TITLE Effective Problem Solving

BEHAVIORAL OBJECTIVES

1. The client will be able to recognize situations that require an active response, rather than passive.
2. The client will learn techniques for handling situations in an assertive manner.
3. The client will be able to assert himself/herself in a personal relationship.

ACTIVITIES

1. The teacher will describe specific situations and ask for client responses, i.e., someone owes you money, a negligent landlord, returning faulty merchandise, someone shortchanged you.
2. Clients will role play various situations requiring assertive behavior to effect a positive outcome. Role playing situations should focus on one or more of the following:
   a. stating your needs or opinion clearly
   b. restating your needs or opinion
   c. saying no firmly
   d. expressing anger appropriately
3. The client will role play situations within a personal relationship requiring assertive techniques, i.e., saying no to a sexual advance, conflict about moral values, communicating needs and desires, etc.

All Role Playing situations will include the follow support system: ongoing correction, alternative approaches or responses and reinforcement for effective situation handling will be offered by instructor and client observers.

MATERIALS, EQUIPMENT AND FACILITIES

Room with mirror (if possible) and potential for circular seating.

EVALUATION

Observation of behavior in pre/post role playing situations, utilizing checklist of behaviors.

REINFORCEMENT ACTIVITIES

Observed, realistic encounters with other clients and staff followed by classroom discussion.

PRACTICAL APPLICATION

Actual encounters with: employees in restaurant and stores, friends, strangers. Class time should be provided for presentation and discussion of personal encounters.

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EAST BRUNSWICK
ADULT AND CONTINUING EDUCATION PROGRAM

MENTALLY HANDICAPPED PROGRAM

ASSESSMENT INSTRUMENT: Sex Education

CLIENT NAME _____ PRE-TEST DATE _____

FORM COMPLETED BY: _____ POST-TEST DATE _____

	STUDENT'S UNDERSTANDING		
	NONE	SOME	SATISFACTORY
1. What is dating?	___	___	___
2. What does going steady mean?	___	___	___
3. What does having intercourse mean?	___	___	___
4. Where do children come from?	___	___	___
5. What is sex between a man and a woman?	___	___	___
6. How do a man and a woman make babies?	___	___	___
7. What do we call the organ that men have that injects sperm into the woman's vagina?	___	___	___

ASSESSMENT INSTRUMENT: Sex Education

CLIENT NAME

	STUDENT'S UNDERSTANDING		
	NONE	SOME	SATISFACTORY
8. What happens to a man's penis when he becomes sexually excited?	___	___	___
9. What is the opening between a woman's legs called?	___	___	___
10. How are babies borr?	___	___	___
11. What does it mean when a woman has her period?	___	___	___
12. What is it called when two boys or two girls hold hands and kiss each other?	___	___	___
13. What should you do if a stranger asks you to go with them somewhere?	___	___	___

14. - 17. WHAT IS THIS COUPLE DOING?_____

Student's Understanding

None Some Satisfactory

___ ___ ___

Questions 14 - 17 include illustrations as follows:

14. Illustration of male and female, sitting side by side sharing a drink.

15. Illustration of male and female holding hands.

16. Illustration of male and female kissing each other.

17. Illustration of male and female embracing each other.

18. - 21. WHAT IS THIS CALLED?_____

Student's Understanding

None Some Satisfactory

___ ___ ___

Questions 18 - 21 include an illustration of the female body as follows:

18. Illustration of female body with an arrow pointing to the breast.

19. Illustration of female body with an arrow pointing to the fallopian tubes.

20. Illustration of female body with an arrow pointing to the uterus.

21. Illustration of female body with an arrow pointing to the vagina.

22. - 25. WHAT IS THIS CALLED?_____

Student's Understanding

None Some Satisfactory

___ ___ ___

Questions 22 - 25 include an illustration of the male body as follows:

22. Illustration of male body with an arrow pointing to the rectum.

23. Illustration of male body with an arrow pointing to the vas deferens.

24. Illustration of male body with an arrow pointing to the penis.

25. Illustration of male body with an arrow pointing to the scrotum

The illustrations used in conjunction with questions 14 - 17 can be found in Human Sexuality Portfolio, published by Planned Parenthood of Kings County, Seattle, Washington.

The illustrations used in conjunction with questions 18 - 25 can be found in Social and Sexual Development: A Guide for Teachers of the Handicapped, published by the Special Education Curriculum Development Center, University of Iowa, 1971.

EAST BRUNSWICK ADULT MENTALLY HANDICAPPED PROGRAM

PROGRAM: HEALTH AND GROOMING SKILLS

CLIENT'S NAME_____ RATER'S NAME(S)_____

Ability Level Codes: N - not able; W/A - with assistance; I - Independently

SKILL AREA	ABILITY LEVEL	
	Pre-test Date:_____	Post-test Date:_____
GROOMING		
1. Washes hair	____	____
2. Brushes hair	____	____
3. Styles hair	____	____
4. Brushes teeth	____	____
5. Washes face and neck	____	____
6. Treats acne	____	____
7. Shaves face	____	____
8. Washes hands	____	____
9. Cleans fingernails	____	____
10. Clips fingernails	____	____
11. Takes shower or bath	____	____
12. Blows or cleans nose	____	____
13. Wears appropriate clothes	____	____
14. Has appropriate posture	____	____
15. Knows weight	____	____
16. Exercises	____	____
FEMALE	____	____
1. Uses sanitary supplies	____	____
2. Cleanses genetalia	____	____
3. Applies makeup	____	____
4. Uses nail polish	____	____
	____	____

EAST BRUNSWICK ADULT MENTALLY HANDICAPPED PROGRAM

PROGRAM: HEALTH AND GROOMING SKILLS

CLIENT'S NAME _____ RATER'S NAME(S) _____

Ability Level Codes: N - not able; W/A - with assistance; I - Independently

SKILL AREA	ABILITY LEVEL	
	Pre-test Date: _____	Post-test Date: _____
HEALTH		
1. Can handle simple injuries (cuts, burns, headache, fever)	_____	_____
2. Can call doctor or dentist	_____	_____
3. Knows appropriate names for body parts	_____	_____
4. Recognizes sexual assault	_____	_____
5. Can hinder sexual assault	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____

NAME_____ DATE_____

MENSTRUATION QUESTIONNAIRE

		TRUE	FALSE
1.	Taking a daily bath or shower is very important during menstruation.	____	____
2.	Blood from menstruation comes out of the vagina.	____	____
3.	Bleeding during menstruation can make you feel weak.	____	____
4.	You can't go swimming during menstruation.	____	____
5.	Other people can tell by looking at you when you are menstruating.	____	____
6.	You can still participate in sports when you are menstruating.	____	____
7.	Staying in bed during the first few days of menstruation is a good idea.	____	____
8.	When you bleed each month, it means you are hurt inside.	____	____
9.	Regular exercise can help relieve menstrual cramps.	____	____
10..	Most women bleed about 3 to 5 days each month.	____	____
11.	The onset of menstruation means you have become a woman.		

NAME_____ DATE_____

SOCIAL MATURITY CHECKLIST

	ALWAYS	SOMETIMES	NEVER
1. The client does not touch himself in inappropriate ways, ie: touching the genital area, hugging himself.	_____	_____	_____
2. The client does not touch others in inappropriate ways, ie: touching or rubbing other people when talking.	_____	_____	_____
3. The client can demonstrate friendship to another client or a staff member in an appropriate way (no hugging or kissing).	_____	_____	_____
4. The client does not stare at other people inappropriately.	_____	_____	_____
5. The client does not giggle or show other nervous mannerisms when placed in a new situation.	_____	_____	_____
6. The client can carry on a meaningful conversation and demonstrates his awareness of others by occasionally asking questions about their health or hobbies.	_____	_____	_____
7. The client can take constructive criticism from a staff member without getting upset.	_____	_____	_____
8. The client listens to others in an interested fashion when other people are speaking to him (eye contact).	_____	_____	_____
9. The client can get necessary information when in need of help.	_____	_____	_____
10. When given a choice, the client can make a decision without consulting someone else.	_____	_____	_____

CHAPTER V

SOCIAL, RECREATIONAL AND ART ACTIVITY GROUPS

Through a variety of recreational activities, clients are exposed to movement experiences and physical development activities. The activities are organized in a sequential manner, offering success possibilities at various stages. Programming in this fashion takes into consideration individual limitations and affords the greatest opportunity for success and the building of self-confidence. The program gradually works up to team activities which expand the physical development as well as foster appropriate social interaction and personal growth.

The art activity component is designed to increase the clients' understanding of physical properties of materials and objects as well as increase awareness of their personal characteristics and talents. At the same time, the art instructor or art therapist can gain insights into the personalities and idiosyncratic characteristics of the clients.

The art activity group is designed to deal primarily, although not exclusively, with non or limited verbal clients. We have abstracted sample lessons from our series that might be taught by a sensitive instructor not necessarily having the credentials of an art therapist. The lessons offered are concrete with realistic and meaningful goals. We have not included lessons dealing with fantasy or color therapy since these subject areas require the expertise of an experienced art therapist. Reinforcement and practical application activities may require some program adjustment based on staff background and experience.

ART ACTIVITY GROUP

COMPILED BY

RONI HAUSSAMEN

LESSON TITLE Clay Sculpture

MAJOR OBJECTIVE: The client will be exposed to the concepts of texture, flexibility and individual power through the manipulation of clay.

BEHAVIORAL OBJECTIVES

1. The client will manipulate materials.
2. The client will understand his/her ability to do something and then undo it.

ACTIVITIES

1. The client will understand the properties of clay- how it feels when squeezed, pounded, rolled or attached.
2. The client will change his/her project, several times, by manipulating the clay.
3. At each stage the clay form will be examined and discussed.

MATERIALS, EQUIPMENT AND FACILITIES

Clay, clay board for pounding, wire tools.

EVALUATION

The evaluation process for all lessons presented in this section should include a method of determining client growth. In order to evaluate growth in the areas selected for presentation, it is recommended that a concrete and objective pre/post test be constructed that has program content validity. We have not included such an evaluation in our document, since it is felt that this assessment should be written particularly to the program offered. We suggest that in organizing your assessment instrument, you consider the following skills areas: cognitive, social and affective.

REINFORCEMENT ACTIVITIES

Clay may be offered repeatedly. The instructor or therapist can alternate between very structured sessions giving specific instructions or free sessions, allowing the client to experiment without a theme or instructions.

PRACTICAL APPLICATION

The use of clay allows for a degree of acceptable regression. The adaptability of clay encourages free expression. Clay can be smeared, balled, pulled, pinched and cut. Since a clay product need not be permanent, the client may experience less pressure than he might feel with drawing or painting media.

LESSON TITLE Ego Ideals

MAJOR OBJECTIVE: To have each client identify and understand how he/she would like to see him/herself.

BEHAVIORAL OBJECTIVES

1. Through a drawing activity, the client will understand how to imagine him/herself as he/she would most like to be seen.

2. The client will learn how to participate in a group sharing about his/her images.

ACTIVITIES

1. The client will draw him/herself as he/she would most like to be, i.e., riding a horse, becoming an airplane pilot, being very beautiful, etc.

2. The client will be encouraged to talk to the group about his/her drawing, explaining why he/she has chosen to portray him/herself in this way. Feedback from other group members will be offered to reinforce or alter initial images. Through group discussion, the client may form additional ego ideal images.

EVALUATION

See first page of this section (Clay Sculpture).

REINFORCEMENT ACTIVITIES

The client can draw his/her ego ideal in various environments. He/she can also draw new ego ideals. For example, if a client wants to get a job, he/she may draw him/herself working at the desired job.

PRACTICAL APPLICATION

Ego ideals can be constructive in designing art program goals. This lesson may also be helpful to clients who want very much to achieve goals which may be unreachable. Therefore, it may be important to express his/her desires through fantasy.

LESSON TITLE The "Me" Scrapbook

MAJOR OBJECTIVE: To understand the process of decision making based on personal choice through an ongoing, sustained project.

ACTIVITY: The "Me" Scrapbook

Introduce the concept of a scrapbook several sessions prior to introducing the actual lesson. Show samples of pictures of individuals in different poses and activities. Suggest to clients that they probably have a variety of pictures of themselves, family members and friends in their homes and that you would like them to begin collecting some of these pictures to be used in a project later in the semester. Remind them during succeeding sessions to continue collecting photographs. Just prior to offering this lesson, they should be instructed to bring all the pictures they have collected to class.

BEHAVIORAL OBJECTIVES

1. The client will understand the selection process by personally choosing from a variety of items those which he/she feels symbolize himself/herself.
2. The client will be able to communicate his/her self-concept through drawings.
3. The client will be able to sustain a project for several sessions (not necessarily consecutive sessions).

ACTIVITIES

1. The instructor will demonstrate how to evaluate likes and dislikes by assisting the client in selecting pictures, greeting cards, etc., to include in a personal scrapbook.
2. The instructor will verbally remind the client to include drawings of himself/herself with his family, teachers, etc., in the scrapbook.
3. The instructor will periodically assist client with additions to the scrapbook. The time between sessions will be utilized to collect pictures and ideas.

MATERIALS, EQUIPMENT AND FACILITIES

Brown wrapping paper, scissors, glue, magazines, drawing media, personal memorabilia.

EVALUATION

See first page of this section (Clay Sculpture).

REINFORCEMENT ACTIVITIES

Group sharing of individual scrapbooks will be encouraged. A variety of games can also be encouraged, i.e., use one individual's scrapbook to play "Guess who made this scrapbook." Select a drawing from one scrapbook and initiate a discussion, i.e., "John drew a great big chocolate ice cream cone because he likes it very much." "Who else likes chocolate ice cream cones?" This discussion can be followed by a new activity, i.e., have each individual draw a picture of him/herself eating his/her favorite food.

PRACTICAL APPLICATION

The client will learn to select and discriminate in creating a scrapbook while identifying things that make him/her feel good, happy, proud, angry, etc.

LESSON TITLE Paper Mache Puppets Molded on Light Bulbs

MAJOR OBJECTIVES:
1. To develop an understanding of personal choice possibilities.
2. To develop an understanding for the concept of patience, necessary to deal with sustained projects requiring more than one session for completion.

BEHAVIORAL OBJECTIVES

1. The client will be able to create an imaginative character.
2. The client will experience a new tactile sensation.
3. The client will sustain a project for two or more sessions.

ACTIVITIES

1. The client will explore choices, i.e., will the puppet be male or female? young or old? red or white?, etc.
2. The client will feel the soft wetness of paper mache when he/she first molds the puppet. He/she will see that the puppet becomes dry and hard after a few days.
3. The client will understand a step by step process each time he continues to work on his puppet.

MATERIALS, EQUIPMENT AND FACILITIES

Light bulbs, white tissue paper (cut in strips), flower and water. Assorted found objects: yarn, buttons, beads, feathers, fabric scraps.

EVALUATION

See first page of this section (Clay Sculpture).

REINFORCEMENT ACTIVITIES

Provide clients with an opportunity to use their puppets to dramatize personal concerns. A cast of characters can be created by making other puppets. Make sure enough time is provided to discuss possible resolutions to expressed concerns.

PRACTICAL APPLICATION

A non or minimally verbal client can express feelings through puppet making. The puppet may reveal organized or chaotic thinking. A client may communicate a need for therapeutic intervention or autonomy. He/she may create a puppet as a self-portrait or he/she may create another character. A more verbal client can use language as an additional tool.

LESSON TITLE Body Part Collage

MAJOR OBJECTIVE: To develop a understanding of one's body, it's parts and their function.

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to identify body parts.	1. The instructor will initiate a group discussion to identify the various body parts.
2. The client will understand the function of each body part and how they are integrated to make a whole.	2. The instructor will assist client in isolating each body part, in order to develop an understanding of the function of each part and its importance in constituting the whole.
3. The client will be able to expand his/her vision and understanding of body parts through the utilization of various objects in the creation of a collage.	3. The client will handle a variety of objects and select what he/she wishes to use in the creation of a collage of a human body. When the collage is completed, all body parts will be labeled for identity and function (where necessary, the instructor will aid in this process).

MATERIALS, EQUIPMENT AND FACILITIES

Magazines, scissors, glue, drawing paper or construction paper, Assorted found objects: a) yarn; b) buttons, beads, feathers, c) fabric scraps

EVALUATION

See first page of this section (Clay Sculpture).

REINFORCEMENT ACTIVITIES

Sessions involving body concepts in various contexts may assist in identifying a need for a more therapeutic process. The instructor's or therapist's support in building weak body parts, i.e., legs that can't hold a body because the client is feeling rootless or shaky, may help strengthen the client's self-image.

PRACTICAL APPLICATION

The client's artwork may reflect acquired knowledge, abilities and emotional well-being. As the client explores creatively and experiences new modes of communication through art, he/she may broaden his/her ability to relate to him/herself and others.

LESSON TITLE: Self-Portrait Using Mirrors

MAJOR OBJECTIVE: To foster the clients understanding of his/her self-image.

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will identify the unique features of his/her face.	1. The client will use a mirror to observe eye color, hair color and other facial characteristics.
2. The client will learn to transfer mirror images to a concrete drawing.	2. The client will identify and transfer his/her image from what he sees in the mirror to a drawing.
3. The client will learn to identify and communicate emotional elements of his/her self-concept.	3. Using his/her personal portrait, the client will be encouraged to describe the emotions that may be expressed in the drawing, i.e., anger, fear, pleasure etc.

MATERIALS, EQUIPMENT AND FACILITIES

Mirrors, drawing paper, soft leaded pencils.

EVALUATION

See first page of this section (Clay Sculpture).

REINFORCEMENT ACTIVITIES

The instructor or therapist can encourage client to address specific personal concerns through art. The client may do a series of self-portraits to identify various concerns.

PRACTICAL APPLICATION

When the client begins to identify specific feelings, his/her drawings may change. For example, an agressive self-portrait with numerous teeth may reflect a need to defend against danger. The instructor or therapist may help the client draw a self-portrait that is larger and stronger than the danger. This experience may help the client to compensate for feelings of helplessness.

LESSON TITLE Group Mural

MAJOR OBJECTIVE: The client will understand the group (team) process and the individual's part or contribution to the process.

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will take responsibility as a group member.	1. Each group member will participate in creating a mural. Each client will decide which part he/she will add to the project.
2. The client will respond to the input of others.	2. Each image added to the mural will relate to other images so that the project is cohesive.
3. The client will participate in sharing time at the culmination of the mural.	3. Through input and feedback, the group will share their mural experiences. They will be encouraged to respond to specific likes and dislikes about the mural.

MATERIALS, EQUIPMENT AND FACILITIES

A large roll of brown craft paper, a wall to create the mural on, a variety of drawing media, including: a) crayons; b) markers; c) conte

EVALUATION

See first page of this section (Clay Sculpture).

REINFORCEMENT ACTIVITIES

Following completion of the mural, the group may cooperate in building a three-dimensional structure or landscape. Group members may be assigned tasks by the instructor or therapist. Clients may wish to work in pairs on specific portions of the structure.

PRACTICAL APPLICATION

Socialization and cooperation can be learned through group projects.

SOCIAL/RECREATIONAL ACTIVITY GROUPS

COMPILED BY

ELAINE CHELLI

LESSON TITLE Bowling
Sequence III (Activities I - VII)

BEHAVIORAL OBJECTIVES:

(These objectivies are the ultimate goal of the full sequence of activities).

1. The client will be able to develop an underhand throwing motion.
2. The client will be able to improve accuracy, distance and direction in throwing.
3. The client will be able to develop a one-step and four-step delivery sequence in bowling.
4. The client will be able to apply the fundamentals of bowling to a game situation.
5. The client will be able to record scores on a regulation bowling score sheet.
6. The client will be able to understand cooperation, competition, teamwork and sportsmanship through participation in athletic activities.

ACTIVITY I
Bocce Bowling

Description: Players arranged in one or several vertical lines. Instructor will demonstrate an underhand throwing motion. The first player slides his bean bag on the floor. The other players then take turns sliding their bean bags closest to the first target bag. The player who throws closest to the target bag scores a point and then throws his bag first on the next turn. The first player scoring a predetermined number of points wins the game.

Suggestions: Play several games of five points so that success is closely at hand. Keep groups small so as to maximize participation (3-4 to a group).

ACTIVITY II
Squad Billboard

Description: A board or heavy paper of convenient size (24 x 24, 24 x 30, 30 x 30) marked in 6 inch squares or a diagram may be drawn on the floor or blacktop areas with chalk. Mark the squares with different numbers to give each a scoring value. Each player takes his turn by tossing an object through the square. If the throw is successful, the player receives points.

Suggestions: Use different geometrical shapes and have them scored differently. Keep games to 15 points. (3-4 players per team).

ACTIVITY III

Box Ball Bowling

Description: Explain and demonstrate one step delivery, 1) proper stance; 2) pendulum swing; 3) push away; 4) pendulum swing and slide. Three boxes are divided into three compartments and placed about six feet beyond box #2. A ball passing through various boxes may be scored.

Suggestions: 3-4 players per team. If players have difficulty with one step delivery, use a simpler sequence.

ACTIVITY IV

Club Bowling

Description: Review one-step delivery. Three players to a group. Each group occupies a space on a horizontal line on the floor. The first player in each group throws a ball at three pins approximately 15' away, trying to knock them down. Each pin is scored differently. Player then sets up the pins for the next person.

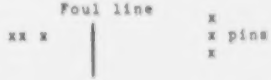
Suggestions: Each person is responsible for keeping his or her score. Another player may help if the scoring is too difficult.

ACTIVITY V

Bowl in Order

Description: Review the one-step delivery. The object of the game is to knock the pins down, starting from the left and going to the right. The player bowls the ball so that he knocks the pin on the left down first, then the middle one and then the right. If the pins are knocked over from left to right in order, 10 points are scored. If all the pins are knocked down but not in order, 5 points are scored. If all three pins are not knocked down, then score 1 point per pin down.

Suggestions: The player that knocked the pins over, sets them up for the next person. Keep game to 15 points.



ACTIVITY VI

Three Pin Bowling

Description: Explain and demonstrate the four-step delivery. The object is to knock 3 pins down or if not all, 2 or 1; to practice the 1-3 pocket.
Scoring: Players start with 20 points each. Three pins down, subtract 3; two pins down, subtract 2; 1 pin down, subtract 1. The first player to reach "0" is the winner.

Suggestions: Players keep their own score. If players have difficulty keeping score, another player can help. Scoring can be kept by teams, lowest score among each team wins. If players have difficulty with four-step delivery, have them use the one-step.

ACTIVITY VII

Regulation Bowling

Description: Review the four-step delivery. Divide players into three groups, approximately 5 per group. Each group occupies a bench (while one of their players takes their turn). Each player gets two bowls trying to knock down as many pins as possible. Another player on the team records the score of the person who is taking a turn. After a person has taken his/her turn, he/she sets up the pins for the next player.

Suggestions: For scoring spares and strikes, have players add 10 points to the score.

MATERIALS, EQUIPMENT AND FACILITIES

Beanbags, bowling pins, bowling balls, four medium size cardboard boxes, masking tape, regulation bowling score sheets, gymnasium, access to a public bowling alley.

EVALUATION

Teacher observation of individual client progress through the use of a pre/post checklist of behaviors (Appendix A).

REINFORCEMENT ACTIVITIES

Reinforcement is ongoing during each activity focusing on the following:

1. Individual responsibility
2. Team responsibility
3. Sportsmanship
4. Appropriate social behavior

Scorekeeping skills will be reinforced in the basic skills program.

PRACTICAL APPLICATION

Client will be encouraged to join or form a bowling league in his/her community.

LESSON TITLE Social Dance
Sequence IV (Activities I - IV)

BEHAVIORAL OBJECTIVES:

1. The client will be able to develop gross motor, locomotor movements and rhythmatic skills through dance activities.

2. The client will be able to develop an appreciation and understanding of his/her body through movement.

3. The client will be able to understand spatial and directional concepts through a variety of dance sequences.

4. The client will be able to develop listening skills through exposure to a variety of music.

5. The client will be able to develop one-to-one communication skills by dancing with a partner.

ACTIVITY I
Hokey Pokey (Dance)

Description: Have dancers listen to the record. Ask questions about pertinent body parts; have dancers locate that body part. Arrange dancers in a circle formation. Explain and demonstrate a hokey pokey step. The teacher will use verbal cues before the part is mentioned on record, i.e., right foot, left foot, right arm, left arm, right elbow, left elbow, head, right hip, left hip, whole self, backside. Dancers sing with the record as it plays.

Suggestions: After listening to the song, dancers should go through the body parts without the music.

ACTIVITY II
Bunny Hop

Description: Dancers listen to the record. Play the record a second time and ask the dancers to keep the beat of the music by clapping their hands. Dancers stand in three horizontal lines, while the teacher demonstrates all steps to the Bunny Hop. Break down each step in the progression. Steps: Standing in place, extend right foot to side, touch toe on floor and return foot back to starting position. Repeat twice. Left foot to side in the same manner as right, two walking steps forward, starting with the right foot and two jumps forward.

Suggestions: Have dancers form a line, one behind the other, with hands on each others hips. The leader takes the line anywhere he/she chooses.

ACTIVITY III

Line Dance (Saturday Night Fever) Part I

Description: Have the clients listen to Night Fever and join in by clapping hands to the beat of the music. Arrange students in a horizontal line with the teacher at the front with her back to audents. Teacher demonstrates the entire dance to music while students watch.

Explanation and demonstration of Step 1:
walk forward four steps and stomp foot on left; walk back starting on left, stomping with right foot in place. Repeat twice. Clap hands on stomp.

Step 2: Grapevine to right side, stomp and clap hands, grapevine to left side, stomp and clap hands. Repeat twice.

Step 3: Step to right side beginning on right foot, half turn, half turn back and stomp right foot and clap, open left half turn, turn back and stomp right foot, clap. Repeat twice.

Step 4: Standing in place, click heels together twice.

Step 5: Raise right knee and point toe forward holding for two counts, open to the right side, point toe for two counts, tap front, tap side, tap back, ¼ turn to the left. Students should be facing in a different direction. Begin dance from step 1. Dance continues until record is over.

Suggestions: Introduce new steps when students have mastered previous steps. Use verbal cues of anticipated dance steps. Slow down the pace of the record while teaching new steps, then bring students up to normal tempo on the record. Teach all steps in progression.

ACTIVITY IV

Dancing with a Partner

Description: Students choose a partner and arrange themselves in a large circle. Students practice how to ask someone to dance. Both partners assume the "Social Dance Position." The teacher plays a slow dance. When that song is over, the women stay in their home position while the men travel clockwise around the circle until they meet a new partner. Students may choose new partners and dance free style for the remaining time.

Suggestions: Start the class by playing slow songs. Introduce each record separately.

MATERIALS, EQUIPMENT AND FACILITIES

Record player or tape deck, records or tapes, a dance room with a mirrored wall.

EVALUATION:

Teacher observation of individual client progress through the use of a pre/post checklist of behaviors (Appendix A).

REINFORCEMENT ACTIVITIES

Dance sequences will be reinforced at weekly social programs.
Body awareness will be reinforced in Personal Awareness program.

PRACTICAL APPLICATION

Client will be encouraged to participate in dance activities at public social events, i.e., weddings, community sponsored dances, aerobics or jazzercise classes, etc.

LESSON TITLE Volleyball
Sequence I (Activities I - VII)

BEHAVIORAL OBJECTIVES:

(These objectives are the ultimate goal of the full sequence of activities).

1. The client will be able to develop catching, throwing, striking and volleying skills.
2. The client will be able to develop skills in perceiving a moving object.
3. The client will be able to understand and follow rules and directions.
4. The client will be able to understand court formation and rotation.
5. The client will improve mental alertness in reacting quickly to the game situation.
6. The client will be able to understand the basic rules of volleyball.
7. The client will be able to understand competition teamwork and good sportsmanship through athletic activities.

ACTIVITY I
Circle Toss Ball

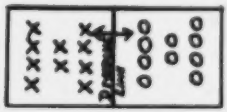
Description: Two teams form two separate large circles, approximately six on a team. A ball is tossed from one player to the next around both circles simultaneously. The team who drops the ball scores a point against their team. The team with the least number of points within a time limit of ten minutes is the winner (repeat game).

Suggestions: If players have difficulty catching the ball on a toss, they may catch the ball on one bounce.

ACTIVITY II
Clean Up Your Own Back Yard

Description: Two teams of ten people on each side of a dividing line use half as many balls as there are players. On a signal to start, the players throw balls to the other side of the dividing line. Any ball that lands on their own side is thrown again. On second signal, players stop throwing balls. The side holding least number of balls receives a point. The team with the most points within a given amount of time wins the game.

Suggestions: Some players must be encouraged to go and get the ball. Emphasize that only one ball should be thrown at a time.

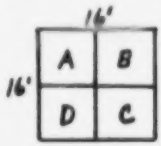


LESSON TITLE Volleyball
Sequence I (Activities I - VII)

ACTIVITY III
Four Square

Description: The player in "A" square puts the ball in play by bouncing it to the player in any other square. The receiving player hits the ball after one bounce to any other square. This continues until someone misses. When a player misses, he goes to "D" square and other players move up. A foul occurs if a player fails to return the ball to another square; if the ball lands on an inside line; if the ball touches any part of the body other than the hands. The ball may not be caught or held, it may be hit on a bounce with one or two hands.

Suggestions: After mastery of skill of volleying from a bounce, players may volley the ball either from a bounce or in the air. Use a smaller ball.



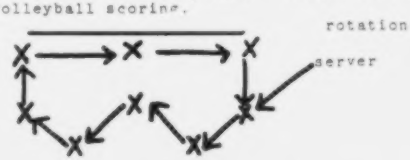
ACTIVITY IV
Beachball Volleyball

Description: The game is played much like volleyball, except that a balloon or beachball is substituted for the ball. Players may strike the ball twice in a row; it may hit as many times on one side as needed to make it over the net. Players can volley a ball that has touched the floor.

Suggestions: Begin with instruction in striking, allowing each player to have a practice balloon, keeping it under control in the air. As the game becomes easier, place a penny inside the balloon to make it fall more rapidly.

ACTIVITY V
Newcomb

Description: The game consists of throwing a volleyball back and forth over a net between teams of eight players. The server throws the ball from behind the end line. Two teammates of the server must play the ball before it crosses the net, the third player must throw the ball over the net. Boundary lines are the same as volleyball. Newcomb scoring is the same as volleyball scoring.



LESSON TITLE Boundball
Sequence I (Activities I -VII)

ACTIVITY VI
Boundball
Description: The game is played according to the rules of volleyball, except that the ball is allowed to bounce twice before it is hit and the center line replaces the net. Simple rotation of positions is required.

Suggestions: Move service line to inside the court. Players can hit their own ball. Another player may give an assist to the server to get the ball over the net if necessary.

ACTIVITY VII
Juggle Volleyball
Description: The game is played the same as newcomb, but the ball is volleyed instead of thrown to teammates and opponents. A player receiving the ball from a teammate or opponent will catch the ball, toss it in the air and volley it. Six players per team.

Suggestions: A beachball is used instead of a volleyball.

MATERIALS, EQUIPMENT AND FACILITIES

Large playground balls, foam balls, beachballs, traffic cones, volleyball net, gymnasium or tennis court area.

EVALUATION

Teacher observation of individual client progress through the use of a pre/post checklist of behaviors (Appendix A).

REINFORCEMENT ACTIVITIES

Reinforcement is ongoing during each activity focusing on the following:
1. Individual responsibility
2. Team responsibility
3. Sportsmanship
4. Appropriate social behavior

PRACTICAL APPLICATION

Client will become adept at maintaining physical fitness through participation in normalized sports activities.
Client will be encouraged to initiate a volleyball game between friends and neighbors in his/her community.

LESSON TITLE Whiffle Ball
Sequence II (Activities I - VII)

BEHAVIORAL OBJECTIVES:

(These objectives are the ultimate goal of the full sequence of activities).

1. The client will be able to develop catching, throwing, fielding, batting and base running skills.

2. The client will be able to develop hand/eye coordination.

3. The client will be able to understand and follow rules and directions.

4. The client will be able to understand player positions on a baseball diamond.

5. The client will improve mental alertness in reacting strategically to a game situation.

6. The client will be able to understand the basic rules of whiffle ball.

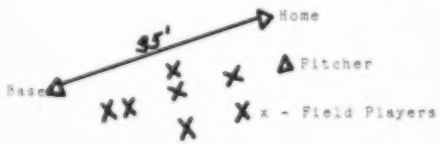
7. The client will be able to record whiffle ball scores.

8. The client will be able to understand cooperation, competition and the importance of teamwork in athletic activities.

ACTIVITY I
Ten Pass Relay
Description: Players are divided into two equal teams and marked so that they can distinguish one from the other. (Arrange teams in two separate lines). At the beginning of the line a person starts with a ball and tosses it down the line trying not to drop the ball. The team that passes the ball to the end of the line receives a point. The first team to reach 10 points wins the game.

Suggestions: Substitute different objects to pass, i.e., beanbags, whiffle ball, playground ball. Increase the distance between each player so that throwing and catching becomes more challenging.

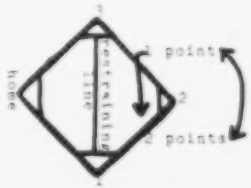
ACTIVITY II
Throw It In
Description: Players are divided into two teams - one composed of fielders and the other throwers. The throwers line up at home plate and the first player in line takes the whiffle ball and throws it into the field. The thrower tries to run to base and back home before being put out. If successful, a run scores. The fielders may put the thrower out by 1) catching a fly ball; 2) getting the ball back to home plate before the runner; 3) tagging the runner with the ball. Three outs retire the sides.



ACTIVITY III
Tag-Base
Description: Players are numbered. One player from one team is up and a player from the other team is in field. The batter throws the ball into the field and runs, touching as many bases as he can before the fielder recovers the ball and runs to home base. One point is scored for each base touched by the thrower before the fielder touches home base. Change sides after everyone on the team has had a chance to throw.

ACTIVITY IV
Hand Ball
Description: Players are divided into two teams and take positions on the diamond as in softball. Softball rules apply with these exceptions: 1) no stealing; 2) no bunting 3) no strikeouts. Ball is tossed by the pitcher and hit by the batter with his/her hand.

ACTIVITY V
Home Run Derby
Description: The batter hits the ball over the restraining line down from first to third base. A batted ball must travel over this line in order to be fielded. One point is scored for a hit in the infield, two points for a hit in the outfield. When all members on the team have batted, teams change sides. The team with the most points wins the game.



ACTIVITY VI
Tee Ball
Description: Players divide into two equal teams. The team in the field plays positions as in softball. The batting tee is placed directly behind homeplate. There are no strikeouts.

ACTIVITY VII
Whiffle Ball

Description: Players divide into two equal teams. Rules are the same as in softball with the exception of strikes (unlimited). A pitcher throws the ball to the batter, the batter must hit the ball in fair territory to get on base. The team with the most runs wins the game.

Suggestions: A batting tee may be used if a player has difficulty hitting off the pitcher. A colored whiffle ball may be substituted for players with perceptual problems.

MATERIALS, EQUIPMENT AND FACILITIES

Playground balls, beanbags, whiffle balls and bats, batting tee, bases, playing field or gymnasium.

EVALUATION

Teacher observation of individual client progress through the use of a pre/post checklist of behaviors (Appendix A).

REINFORCEMENT ACTIVITIES

Reinforcement is ongoing during each activity focusing on the following:

1. Individual responsibility
2. Team responsibility
3. Sportsmanship
4. Appropriate social behavior

Scorekeeping skills will be reinforced in the basic skills program.

PRACTICAL APPLICATION

Client will become adept at maintaining physical fitness through participation in normalized sports activities. Client will be encouraged to initiate a whiffle ball game between friends and neighbors in his/her community.
Client will be encouraged to develop an interest in televised sports events.

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EAST BRUNSWICK ADULT MENTALLY HANDICAPPED PROGRAM

PROGRAM: Social/Recreational

CLIENT'S NAME _____ RATER'S NAME(S) _____

Ability Level Codes: N-Not able; W/A-With assistance; I-Independently

SKILL AREA	ABILITY LEVEL Pre-test Date:	Post-test Date:
General Coordination		
1. Moves with good rhythm and muscular control		
2. Uses different side of the body (laterality) and body parts separately		
3. Uses different sides of the body and body parts in combination		
4. Changes from one movement pattern to another		
5. Uses sequence of movement		
Spatial Orientation		
1. Has developed internal direction-ality (right/left body parts)		
2. Has developed external direction-ality (up/down, forward/backward, over/under, right/left in space)		
Balance		
1. Exhibits good control of the center of gravity in a) static balance		
b) dynamic balance		
c) rotational balance		

SKILL AREA	ABILITY LEVEL	
	Pre-test Date:	Post-test Date:
Body Image		
1. Locates and identifies various body parts		
Hearing Discrimination		
1. Has good listening skills		
2. Given a basic rhythmic pattern can identify rhythmic sequence		
Hand-eye/Foot-eye Coordination		
1. Kicks ball successfully on 3 out of 5 attempts		
2. Throws a ball successfully on 3 out of 5 attempts		
3. Catches a ball successfully on 3 out of 5 attempts		
4. Can strike a ball with a bat		
Rules of the Game		
1. Knows the basic rules of volleyball		
2. Knows the basic rules of whiffle ball		
3. Knows the basic rules of bowling		
Keeping Score		
1. Can act as scorekeeper for:		
a) volleyball		
b) whiffle ball		
c) Bowling		

CHAPTER VI

WOODWORKING

COMPILED BY

MICHAEL PFISTER

LESSON TITLE Introduction (Part A)

BEHAVIORAL OBJECTIVES

1. The client will be able to address the instructor, and other clients by name.
2. The client will be able to orally discuss reasons for taking this course.
3. The client will be able to orally discuss interests in woodworking.
4. The client will be able to discuss past experience in woodworking or related fields.

ACTIVITIES

1. An orientation will be conducted in which the client, instructor and aide will introduce themselves to each other.
2. The instructor will conduct a discussion in which the clients talk about their interests in the basic woodworking course, past experiences in woodworking and working with hand tools, as well as what they hope to learn or create/produce.
3. Clients will discuss personal information that may help the class know them better.

MATERIALS, EQUIPMENT AND FACILITIES

Woodworking shop, setting (table and chair).

EVALUATION

Teacher observation of the introduction and discussion. Teacher notations of major points discussed by clients.

REINFORCEMENT ACTIV.TIES

Group discussions throughout the course about various topics. Clients will utilize other clients' names, teacher's name and aide's name throughout the course.

PRACTICAL APPLICATION

The client will utilize proper and/or learned communication and socialization skills to enhance his/her daily living.

LESSON TITLE Introduction (Part #)

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to demonstrate an awareness of the workshop layout, work stations and locate tools, supplies and materials.	1. Client will be given a tour of the workshop. The location of supplies, materials and tools will be pointed out. 2. Client will be assigned to a specific work station (area).

MATERIALS, EQUIPMENT AND FACILITIES

Workshop tools, related supplies and materials .

EVALUATION

Teacher evaluation of client's ability to effectively use the workshop to complete work tasks. Client ability to identify his/her own work station

REINFORCEMENT ACTIVITIES

Utilization of workshop facilities, tools, supplies and materials to complete and/or produce woodworking projects.

PRACTICAL APPLICATION

Clients will utilize their knowledge of the workshop layout to effectively complete work tasks and produce woodworking projects.

LESSON TITLE Workshop Safety

BEHAVIORAL OBJECTIVES

1. The client will be able to participate in a discussion about the importance of safety rules.

2. The client will be able to understand workshop and tool safety rules and follow prescribed safety procedures at all times.

ACTIVITIES

1. The instructor will conduct a group discussion on safety rules the client must follow while working in the workshop.

2. The importance of safety rules will also be discussed.

3. Review workshop safety rules (Appendix A).

4. Demonstration of safe working methods by clients.

5. Collection and discussion of newspaper stories dealing with safe and unsafe working methods/ practices.

MATERIALS, EQUIPMENT AND FACILITIES

List of workshop safety rules (Appendix A).

EVALUATION

Checklist of safety rules.

REINFORCEMENT ACTIVITIES

Safety rules will be followed and continually reinforced throughout the course. Client will use and follow safety rules at all times in the workshop.

PRACTICAL APPLICATION

Client will be encouraged to maintain a safe workshop at home.

LESSON TITLE Tool Identity and Usage

BEHAVIORAL OBJECTIVES

1. The client will be able to identify various hand tools by name (Appendix B).
2. The client will be able to use various hand tools.
3. The client will be able to practice safety rules at all times.

ACTIVITIES

1. The instructor will discuss the purpose of the various hand tools housed in the workshop.
2. The instructor will state and review the name of each hand tool. The client will demonstrate an understanding of each tool's name and purpose by constructing various hand projects throughout the course.
3. The instructor will rotate between individual workstations and provide verbal reinforcement of safety rules.

MATERIALS, EQUIPMENT AND FACILITIES

Various hand tools.

EVALUATION

Clients will be pre/post tested in all aspects of the program (Appendix C).

REINFORCEMENT ACTIVITIES

Client will use various hand tools to construct numerous projects from wood.

PRACTICAL APPLICATION

Tool identification and proper usage will enable clients to construct wood projects and do minor repairs. The ability to identify tools and to properly use them, could broaden job opportunities.

LESSON TITLE Decoupage

BEHAVIORAL OBJECTIVES

1. The client will be able to choose the picture he/she would like to glue onto a piece of wood.
2. The client will be able to sand and finish a piece of wood.
3. The client will be able to apply varnish to complete a decoupage plaque.

ACTIVITIES

1. The instructor will discuss the options involved in the project. For example: different sizes of the piece of wood, picture to be mounted, various types of stains and the procedures for completing the project.
2. Following instructor directives and demonstration, the client will complete a decoupage plaque project.

MATERIALS, EQUIPMENT AND FACILITIES

Various pieces of wood, pictures to be mounted, stain, brayer, glue, varnish, sanding block, sandpaper, brushes, can opener, file, scissors, newspaper.

EVALUATION

Teacher evaluation of individual steps in the process. Completion of project.

REINFORCEMENT ACTIVITIES

The creation and construction of various woodworking projects throughout the course will provide continual reinforcement.

PRACTICAL APPLICATION

Decoupage plaques may be designed for sale to the public.

LESSON TITLE Key Ring Holder/Mug Holder

BEHAVIORAL OBJECTIVES

1. The client will be able to choose between two projects, either a key ring holder or a mug holder.

2. The client will be able to follow directives and demonstration to construct a key ring holder or a mug holder from a piece of wood.

ACTIVITIES

1. The instructor will demonstrate use of a template, (Appendix D), a pencil and a piece of wood; the client will trace the design onto the piece of wood.

2. The instructor will demonstrate use of a coping saw, a vise or a clamp, a piece of wood with the design; the client will cut out a key ring or mug holder.

3. The instructor will demonstrate use of a sanding block, sand paper and a file; the client will smooth the cut out project and prepare it for finishing.

4. The instructor will demonstrate the use of rags, a brush and stain; the client will "finish" the project.

MATERIALS, EQUIPMENT AND SUPPLIES

Piece of wood, hand drill, drill bit, coping saw, pencil, vise, stain, sand-paper, sanding block, paint, file, rags, can opener, brushes, turpentine, glue, brass hooks, electric drill, circle cutter, newspaper, template, (Appendix D).

EVALUATION

Instructor evaluation of techniques and skills used by clients to complete this project.

REINFORCEMENT ACTIVITIES

The production of woodworking craft items through a variety of projects.

PRACTICAL APPLICATION

Utilization of individual creativity and decision-making skills, as well as the development of a leisure-time hobby.

LESSON TITLE Wood Puzzle

BEHAVIORAL OBJECTIVES

1. The client will be able to trace the design onto the wood using template, (Appendix D), a pencil and a piece of wood.

2. The client will be able to cut out the puzzle design using a coping saw, a vise, a piece of wood with design, a hand drill and a drill bit.

3. The client will be able to smooth the rough edges and surfaces of the wood and prepare it for finishing using sand paper, a file, a sanding block and the cut-out puzzle.

4. The client will be able to "finish" the wood puzzle using brushes, rags and stain or paint.

ACTIVITIES

1. The instructor will demonstrate and discuss how to trace the puzzle design onto the wood, cut the puzzle out and properly "finish" the project.

2. Following the instructor's directives and demonstration, the client will complete the necessary steps to produce a wood puzzle.

MATERIALS, EQUIPMENT AND FACILITIES

Piece of wood, coping saw, hand drill, drill bit, rags, stain, paint, newspaper, can opener, vise or clamp, pencil, sand paper, file, sanding block, brushes, template, (Appendix D).

EVALUATION

Instructor evaluation of techniques used to produce the puzzle. Completion of project.

REINFORCEMENT ACTIVITIES

Since clients will have the opportunity to utilize the skills they have learned to produce a project of their choice, reinforcement will be ongoing.

PRACTICAL APPLICATION

Utilization of individual creativity and decision-making skills. Development of a leisure-time hobby. Skills learned may enable client to do minor repairs.

LESSON TITLE Wood Mirror Frame with an Optional Shelf

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to use a pencil to draw the freehand design of the mirror frame on the wood.	1. The instructor will demonstrate how to design a mirror frame.
2. The client will be able to "cut out" a mirror frame from a piece of wood.	2. The instructor will demonstrate how to use a vise, coping saw, hand drill and a drill bit while cutting out a mirror frame and an optional shelf.
3. The client will be able to smooth the cut-out mirror frame and prepare it for finishing.	3. The instructor will demonstrate proper sanding techniques and finishing procedures.
4. The client will be able to apply paint or stain to the project.	4. The instructor will demonstrate the application of paint or stain.
5. The client will be able to assemble the project.	5. The instructor will demonstrate how to attach the mirror to the frame.
6. The client will be able to insert two eyelet screws in the back of the mirror frame and attach a wire to them.	6. The instructor will demonstrate how to insert eyelet screws and wire attachment.

MATERIALS, EQUIPMENT AND FACILITIES

Wood, a coping saw, vise, drill bit, hand drill, file, sandpaper, stain or paint, eyelet screws, wire, mirrored glass, rags, brush, turpentine, glue, sanding block, can opener, newspaper, template (Appendix D).

EVALUATION

Teacher evaluation of individual steps in the process. Completion of project.

REINFORCEMENT ACTIVITIES

The creation and construction of other woodworking craft items through a variety of manipulative projects.

PRACTICAL APPLICATION

Acquiring skills in the use of hand tools could enable a client to participate in leisure time activities or perform minor repairs.

LESSON TITLE Personal Project

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to design or choose a wood project of specific interest to him/her.	1. The client will choose and/or design a woodworking project, (within the scope of the program).
2. The client will be able to design a template to be traced onto a piece of wood and then cut it out.	2. The client will make plans for accomplishing the project. For example: draw a template, decide on stain to be used, etc.
3. The client will be able to properly sand rough surfaces and edges.	3. The client will obtain the necessary hand tools and materials needed to complete his/her personal project.
4. The client will be able to "finish" the project.	

MATERIALS, EQUIPMENT AND FACILITIES

Wood, template, coping saw, hand drill, drill bit, rags, stain, paint, newspaper, vise or clamp, pencil, sand paper, file, sanding block, brushes.

EVALUATION

Successful completion of chosen project.

REINFORCEMENT ACTIVITIES

Client will be encouraged to design and implement projects at home.

PRACTICAL APPLICATION

Utilization of individual creativity, organization/planning skills. The development of a leisure-time hobby.

LESSON TITLE Pre-employment Personal Interest Inventory

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. Client will be able to develop a work and woodworking history (inventory).	1. Using the work history and woodworking information data sheet, (See Appendix E), the client will complete the inventory form. If the client is unable to write, the instructor will orally ask the client questions and record responses. 2. Client and instructor will review skills and training already acquired.

MATERIALS, EQUIPMENT AND FACILITIES

Work history and woodworking information data sheet (Appendix E).

EVALUATION

Successful completion of data sheet.

REINFORCEMENT ACTIVITIES

Client will be required to memorize their background information to utilize for possible job opportunities.

PRACTICAL APPLICATION

Utilization in choosing, looking for and applying for job opportunities.

LESSON TITLE Handicapping Conditions as Related to Woodworking

BEHAVIORAL OBJECTIVES

1. The clients will be able to recognize conditions that may be handicapping when seeking employment in the woodworking field.
2. The clients will be able to acknowledge and explain their handicapping conditions to the instructor and possibly to a potential employer.

ACTIVITIES

1. The instructor will actively involve clients in a discussion of handicapping conditions.
2. The instructor will discuss the impact of handicapping conditions on employment.
3. The group will discuss the "pros" and "cons" of pointing out a handicap to others.
4. The client will discuss specific handicapping conditions with the instructor and possibly with a potential employer.

EVALUATION

Instructor evaluation of client ability to acknowledge and discuss his/her handicap.

REINFORCEMENT ACTIVITIES

Client participation in various employment exploration and preparation activities. Job interview with potential employer.

PRACTICAL APPLICATION

The client will utilize socialization skills when applying for a job.

LESSON TITLE Employment Opportunities in Woodworking and Related Fields

BEHAVIORAL OBJECTIVES	ACTIVITIES
1. The client will be able to identify job opportunities in woodworking and related fields.	1. The instructor will present a lecture to the group which deals with employment opportunities in woodworking and related fields. 2. The instructor will actively involve clients in discussion. 3. The instructor will show a filmstrip or a film dealing with employment opportunities.

MATERIALS, EQUIPMENT AND FACILITIES

Film or filmstrip, projector, screen

EVALUATION

The instructor will orally question clients on the material presented. Client will be able to identify a minimum of three job opportunities in woodworking or related fields.

REINFORCEMENT ACTIVITIES

Field trip to visit woodworking or related occupation workshop or factory. The presentation of other films/filmstrips.

PRACTICAL APPLICATION

Employment exploration and preparation.

Definition of Terms

Tools

1. Auger - Used in a brace for boring holes in wood.

2. Awl - A pointed tool for piercing small holes.

3. Band Saw - May be described as a thin strip of tempered steel with teeth cut in it, usually endless, and designed to run around two pulleys.

4. Bolt - A pin or rod used for holding anything in its place and often having a permanent head on one end. It is generally regarded as a rod having a head at one end and is threaded at the other to receive a nut.

5. Brace - A tool used for holding augers and gimlets to bore holes of various sizes in wood.

6. Brads - Small slender nails with small deep heads; sometimes having a projection on one side instead of a head.

7. Chisel - Consists of a flat thick piece of steel, one end being ground to an acute level to form a cutting edge and the other end provided with a wooden handle.

8. Circular Saw - A steel disc provided with teeth designed to revolve on a shaft at a high rate of speed.

9. Clamps - Used to tightly press pieces of wood together that may have been mortised and tenoned, grooved and tongued or simply glued.

10. Folding Rule - A measuring tool used for guiding.

11. File - A steel instrument having its surface covered with sharp edged furrows or teeth, used for abrading or smoothing out wood.

12. Hammer - Made of the best steel, carefully forged, hardened and tempered. Basically, it is a fastening tool. Used for pounding nails in wood.

13. "Horses" or Trestles - Used in various ways simply to support work, when it is of such dimension that a bench cannot be used. Used for marking and sawing planks.

14. Jacks - Small sharp pointed nails, commonly with tapering sides and a thin flat head; used chiefly in fastening down carpets.

15. Laying Out - The operation of marking the work so that the center and working lines will be set off in their proper relation. These lines are followed by the worker in cutting and other tooling operations necessary to bring the work to its final form.

16. Mitre Box - This device is used to guide the saw in cutting work to form mitres. It consists of a trough formed of a bottom and two side pieces of wood screwed together and having saw cut through the sides at angles of 45° and 90°.

DEFINITION OF TERMS

Types of Wood

Wood may be classified:

1. With respect to its mode of growth as
   a. Exogeneous (outside growing)
   b. Endogeneous (inside growing)

2. With respect to its density as
   a. Soft
   b. Hard

3. With respect to its leaves, as
   a. Needle leaved (conifers)
   b. Broad leaved

4. With respect to shade or color
   a. White
   b. Yellow
   c. Red
   d. Brown
   e. Black

5. With respect to grain, as
   a. Straight
   b. Cross
   c. Fine
   d. Course

6. With respect to the nature of the surface when sawed, as
   a. Plain (example: white pine)
   b. Grained (example: oak)
   c. Figured or marked (example: maple)

Properties of Wood

Used for cabinet work, furniture, interior finish, pattern making and crafts.

White Ash	Heavy, hard, very elastic, coarse grained and compact. Reddish-brown in color.
Chestnut	Light, moderately soft, stiff and of coarse texture. Durable when exposed to weather. Color-hard wood, dark.
Hard Maple	Heavy, hard, strong, tough and close grained. Color-very light, brown to yellow.
White Maple	Fine grained, hard, strong and heavy. Light colored.

Mahogany	Strong, durable and flexible. Color-red brown or various shades and degrees of brightness.
White Oak	Heavy, strong, hard, tough and close grained. Color-brown.
White Pine	Light, soft and straight grained, easily worked but not very strong. Color-light yellowish brown, often slightly tinged with red.
Red Pine	Light, hard, coarse grained and compact. Color-light red.
Yellow Pine	Heavy, hard, strong, coarse grained and very durable when dry and well ventilated. Color-light yellowish red or orange.
Oregon Pine (Douglas Fir)	Hard, strong, varying greatly with age. Color-light red to yellow.
Poplar (White Wood)	Soft, very close and straight grained. Easily worked. Color-light yellow to white.
Walnut	Light, soft, coarse grained, compact and easily worked. Color-light brown, turning dark on exposure.

EAST BRUNSWICK ADULT MENTALLY HANDICAPPED PROGRAM

PROGRAM: Woodworking

CLIENT'S NAME _____ RATER'S NAME(S) _____

Ability Level Codes: N-not able; W/A-with assistance; I-Independently

SKILL AREA	ABILITY LEVEL Pre-test Date:	Post-test Date:
USE OF HAND TOOLS		
1. Clamp		
2. Files		
3. Hammer		
4. Hand Drill		
5. Hand Saw		
6. Ruler		
7. Scissors		
8. Screw Driver		
9. Vise		
USE OF STAIN, PAINT, GLUE, SANDPAPER		
1. Sands with the grain		
2. Sands without markings and reminders		
3. Demonstrates proper staining techniques		
4. Demonstrates proper painting techniques		
5. Uses glue following directions		
SORTING (HAND TOOLS, NAILS, SCREWS)		
1. By size		
2. By color		
3. By shape		
4. Combination of the above		

PROGRAM: Woodworking

CLIENT'S NAME _____ PATER'S NAME (S) _____

Ability Level Codes: N-not able; W/A-with assistance; I-independently

SKILL AREA	ABILITY LEVEL Pre-test Date:	Post-test Date:
CLEAN-UP		
1. Puts away all materials used		
2. Cleans paint brushes if used		
3. Sweeps floors		
4. Vacuums work areas and benches		
5. Cleans equipment and tools used		
6. Cleans tables or work benches		
7. Disposes of all garbage		
8. Maintains body cleanliness		
SAFETY		
1. Utilizes methods for eye protection		
2. Utilizes proper methods for lifting		
3. Correctly uses hand and electric tools		
4. Follows safety rules and regulations		
5. Uses proper procedures for reporting accidents		
MISCELLANEOUS		
1. Works cooperatively with other clients		
2. Adjusts to regulations & restrictions in work area		
3. Observes the chain of command		
4. Demonstrates acceptable speed as related to Arts & Crafts and Woodworking		
5. Demonstrates acceptable accuracy as related to Arts & Crafts and Woodworking		
6. Demonstrates acceptable endurance as related to Arts & Crafts and Woodworking		
7. Behaves appropriately during break periods		

APPENDIX B

SAFETY RULES FOR WORKSHOP

1. Personal safety
   a. Eye protection
   b. Methods: use of goggles, safety glasses

2. Proper clothing
   a. Foot protection
   b. Aprons

3. Safety with hand tools
   a. Do not use broken or damaged tools.
   b. Report defects to the instructor.
   c. Handling - place all tools in an orderly safe arrangement in the tool cabinet. Lock after use.
   d. Correct use of tools - use all tools properly.

4. Storage and handling
   a. Put all materials and supplies (lumber, sandpaper, nails, etc.) in their proper place after use.

5. When cutting or smoothing wood with an electric sander, fasten it securely in a vise or clamp it to the table.

6. Develop a pattern of safety
   a. Proper lifting methods - bend at your knees. Use arms and legs to lift, not back.
   b. Remove jewelry, coats, hats and roll up long sleeves when working in the workshop.
   c. Tie up long hair. Keep hair away from your eyes.
   d. Direct cutting action with scissors or knives away from you body.
   e. Never use a limb or finger as a tool guide.
   f. Maintain your work area.

7. Work as directed
   a. Respect the instructor and other supervisors. Follow instructor directives.
   b. Respect co-workers (classmates) advice.

8. Do not play around in the workshop area.
   a. Never run, always walk carefully.

9. No smoking at any time while in the workshop.

10. Recognize and avoid unsafe situation
    a. Before using, inspect possible poisonous or hazardous materials.

11. Accidents
    a. Procedures
    b. Report accidents immediately, no matter how minor.
    c. Insurance or school reports.
    d. Observe how they happened.
    e. Discuss why they happen.
    f. Methods to prevent them from happening.

12. Housekeeping
    a. Clean-up of workshop.

Appendix C

Performance Objectives

At the completion of their woodworking course the clients will be able to use the tools listed below. The clients will demonstrate their understanding of each tool by achieving the following performance objectives. They will also be able to sand, apply a finish, glue and assemble their projects.

Coping Saw

Given a coping saw, a vise or clamp and a piece of wood with a figure drawn on it, the client will be able to cut out the figure. This objective is met when the client completes:

1. Clamps the wood in a vise or to the bench top.
2. Picks up the saw.
3. Places the saw on the line to be cut out.
4. Cuts around the outside of the line.
5. Replaces the tool in the tool cabinet.

Hand Drill

Given a hand drill, a drill bit, an awl, a hammer, a vise or clamp, the client will drill a hole through a piece of wood. The objective has been completed when the client:

1. Takes the piece of wood and secures it in a vise or clamps it to a bench top in such a way that the drill will not go through the bench top.
2. Inserts the drill bit in the hand drill.
3. Tightens the bit in the drill.
4. Marks the hole to be drilled in the wood.
5. Begins the hole by tapping the awl with a hammer on the marked point.
6. Drills a hole in the wood.
7. Removes the drill bit from the drill.
8. Removes the wood from the vise or clamp.
9. Replaces the hand drill in the tool cabinet.

Screwdriver

Given a slotted head screwdriver, a vise, slotted head screws, two pieces of wood that have holes already drilled and a bar of soap, the client will be able to fasten the two pieces of wood together. The objective has been achieved when the client completes the following list of items.

1. Clamps one piece of wood securely in the vise.
2. Places the other piece of wood in the proper position so they can be fastened together.
3. Rolls the screws in a bar of soap.
4. Starts the screws in the drilled hole.
5. Places the screwdriver in the head of the screw.
6. Completely screws the screw into the wood to fasten the two parts together.
7. Puts the screwdriver away.

Hammer

Given a hammer, two pieces of wood and nails, the client will be able to pound the nails into the wood to fasten them together. This objective has been met when the client:

1. Picks up the hammer.
2. Picks up the nail.
3. Gently taps the nail until it is started in the wood.
4. Pounds the nail all the way into both pieces of wood.
5. Securely fastens the two pieces of wood together.
6. Puts the hammer in the tool cabinet.

Ruler

Given a standard measuring rule and lines of various length, the client will be able to measure each line and record its length. This objective has been met when the client is able to measure four lines of various length with 75% accuracy.

Scissors

Given a piece of paper, a pencil, a stencil (template) and a scissors, the client will be able to trace the stencil onto a piece of paper and cut it out using a scissors. The client has achieved the objective after he/she completes:

1. Picks up the pencil.
2. Traces the stencil onto a piece of paper.
3. Cuts the pattern out of the paper using the scissors.
4. Pattern cut out has smooth edges.

Rasp/File

Given a rasp, a vise and a piece of wood with an edge that has been cut by a coping saw, the client will use the rasp to round the edges. This objective has been achieved when the client completes the following:

1. Identifies the edge/edges which need to be filed or rounded with a rasp.
2. Clamps the wood in the vise with the area to be filed pointed up.
3. Picks up the file or rasp.
4. Rounds the edges of the piece of wood.
5. Places the tool back in the tool cabinet.

Clamps

Given two pieces of wood to be glued together or a piece of wood to be clamped to a bench top and the proper clamps, the client will be able to clamp the two pieces together or clamp the wood to a bench top. This objective has been achieved when the client completes the following:

1. Places the two pieces of wood (or one piece of wood and bench top) to be clamped together between the clamps.
2. Places scrap wood between the clamps and surface to be clamped.
3. Tightens the clamps until the wood is securely fastened together.
4. Loosens the clamp to remove wood.
5. Puts clamps in tool cabinet.

Vise

Given a piece of wood and vise, the client will clamp the piece of wood in the vise and later remove it. This objective has been achieved when the client:

1. Loosens the jaws on the vise.
2. Places a piece of wood in the jaws of the vise.
3. Tightens the jaws of the vise until the wood is held securely so one may begin work.
4. Loosens the vise and removes the wood.

Gluing, Sanding, Finishing

Given a project ready for gluing, glue and a wet rag, the client will be able to apply glue where needed. The client has completed the objective when he/she:

1. Spreads the glue evenly over parts that need it.
2. Wipes off all of the excess glue with a wet rag.
3. If needed, fastens the wood project together with clamps.
4. Puts glue away.
5. Allows glue to dry before moving or using.

Sanding

Given a piece of sandpaper (one in each grit, 100, 120, 180, 220), a sanding block and a project ready for sanding, the client will be able to sand the project using the proper technique and order of grits. This objective has been achieved when the client:

1. Clamps the project to a bench top or in a vise.
2. Sands rough areas with 100 grit sandpaper.
3. Sand the project using the grain of the wood as a guide.
4. Uses, in order, 120, 180 and 220 grit sandpaper.
5. Whenever possible, uses a sanding block.

Finishing - Staining

Given a project ready to be stained, a paint brush, a can of stain, rags or paper towels, a stirring stick, turpentine, a cup, newspaper and an opener, the client will be able to stain a wood project. The client has met this objective when he/she completes the following steps:

1. Wipes the project with a damp rag to remove the fine sanding dust.
2. Covers bench top with newspaper.
3. Opens the can of stain with the can opener.
4. Thoroughly mixes the stain with the stirring stick.
5. Applies the stain by dipping the brush into the stain and brushing it on the project.
6. Wipes off excess stain with a rag.
7. If necessary, applies a second coat.
8. Securely puts lid back on the can of stain.
9. Cleans out the brush with turpentine.
10. Places all materials in their proper storage cabinet.
11. Cleans up work area.

Painting

Given a project ready for painting, a can of latex paint, newspaper, rags, a paint brush, stirring stick and a can opener, the client will be able to apply a finish to the project. This objective has been accomplished when the client performs the following tasks:

1. Using a damp rag, wipes off all of the sanding dust on the project.
2. Covers the bench top with newspaper.
3. Opens the can of paint with the can opener.
4. Thoroughly stirs the paint with mixing stick.
5. Brushes the paint onto the entire project.
6. Securely puts lid on the paint can.
7. Cleans out the brush in the sink.
8. Washes out the sink.
9. Cleans up work area and puts materials away in their proper storage cabinet.

KEY RING HOLDER

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Appendix D

KEY RING HOLDER
(template should be larger)

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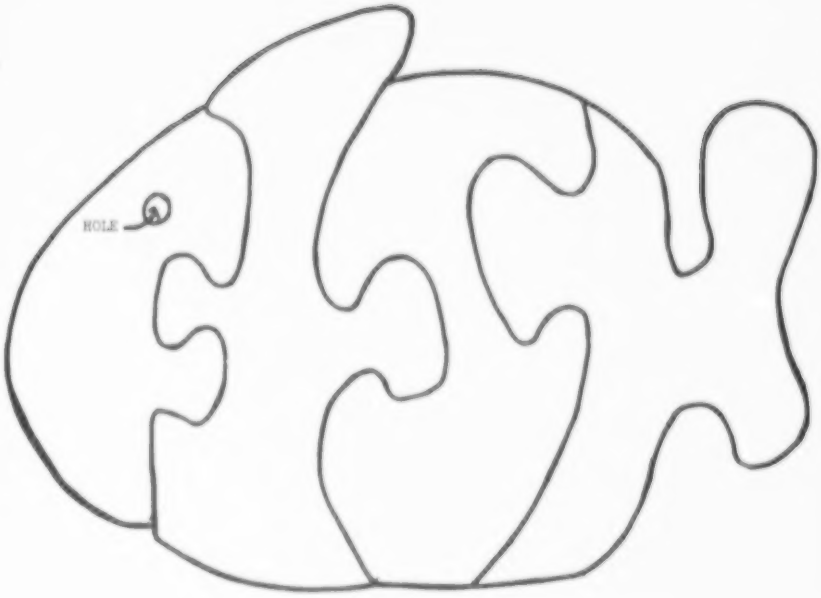
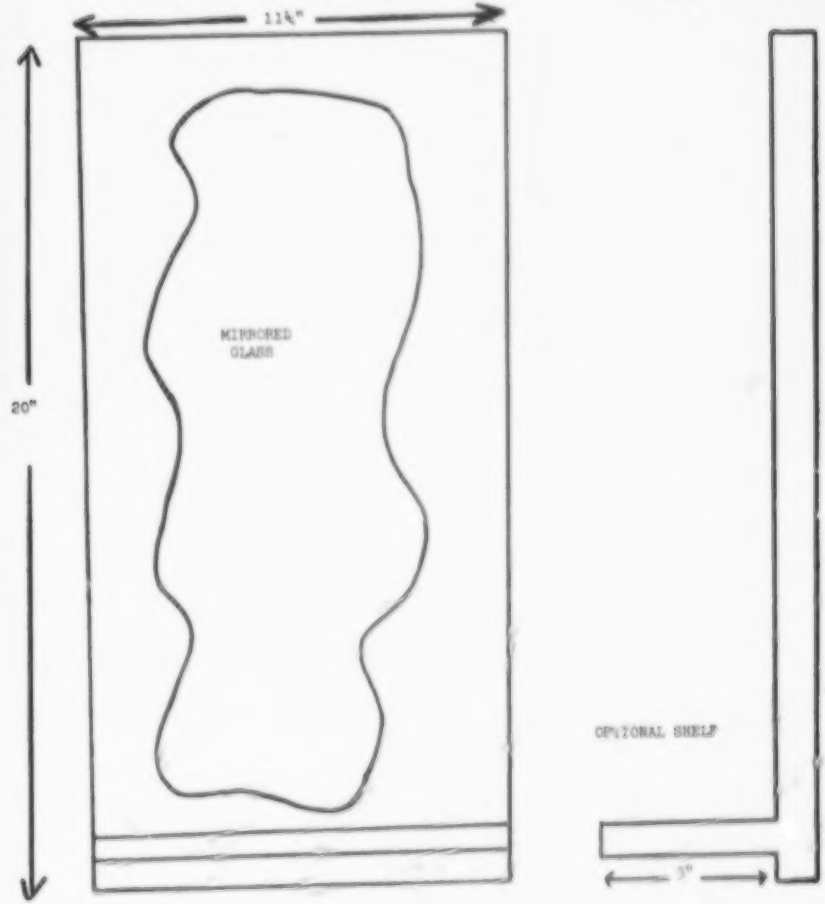
MUG HOLDER

WOOD PUZZLE



Appendix D

WOOD MIRROR FRAME WITH OPTIONAL SHELF



Appendix E

Work History and Woodworking Information
Data Sheet

Name _____ Date _____

Address _____ Age _____

_____

Phone # _____

School Last Attended _____ Grade Completed _____

_____

Work Experience - Jobs held (in the competitive market or in a workshop)

_____

_____

Ideal Job Conditions - Which of these do you like?

_____ Indoor work

_____ To work with other people

_____ To do many different things when working

_____ To work with your hands

_____ To measure things

_____ To walk

_____ Working alone

_____ To care for and understand animals

_____ To do housework

_____ Outside work

Are you:	YES	NO
1. Willing to work hard on the job?	___	___
2. Able to reach, stretch, bend and stoop to do certain jobs?	___	___
3. Friendly and polite?	___	___
4. Kind and sympathetic?	___	___
5. Dependable?	___	___

Do you like:	YES	NO
1. To build and repair things?	—	—
2. To help sick people?	—	—
3. To take things apart?	—	—
Can you:		
1. Follow instructions?	—	—
2. Be trusted?	—	—
3. Count carefully?	—	—
4. Work where it is noisy?	—	—
5. Work under pressure?	—	—
6. Accept criticism?	—	—
7. Sit in one place for a long time?	—	—
8. Control your temper?	—	—
9. Stand on your feet for a long period of time?	—	—
10. Lift heavy objects easily?	—	—
11. Pick up and handle small things well?	—	—

CHAPTER VII

WORK-ORIENTED OFFICE PRACTICES

Any attempt at work-oriented training for the adult mentally handicapped learner should include concrete goals. They should be developed based on an understanding of client abilities and a realistic evaluation of the job market.

Development and analysis of our Office Practice program has revealed the following facts:

Clients can learn:

1. to type
2. to use a variety of photocopying machines accurately
3. to staple and collate
4. to file
5. to perform various functions on a word processing machine

It is important to note, however, that the speed at which these practices can be completed will vary more dramatically with this population than with the normal population. It is equally important to understand that repetitive tasks can be accomplished with the greatest success. We have concluded, therefore, that offering skill training to clients in a variety of office practice courses is realistic and worthwhile.

The following chapter includes lessons focusing on skill development in office practices. Individual lessons can be expanded and presented over a period of time. Continual reinforcement is essential. Client success should be assessed not on speed but on ability to accurately complete a task. Vocational counseling in reference to job-seeking skills and an accurate assessment of client interpersonal skills are recommended in conjunction with this program component.

OFFICE PRACTICES

COMPILED BY

BARBARA RACZ

LESSON TITLE Introduction to the Typewriter

BEHAVIORAL OBJECTIVES

1. The client will understand safety procedures related to the operation of a typewriter.
2. The client will learn the name and location of the basic parts of the typewriter.
3. The client will learn to assume appropriate typing posture.
4. The client will be able to insert paper into the typewriter.

ACTIVITIES

1. The instructor will explain that a typewriter is not a toy and must be used properly at all times to avoid costly repairs.

   The following safety procedures will be discussed:
   a) Jewelry, long hair and other objects which may interfere with the operation of the typewriter must be kept away from machine parts.
   b) Fingers should be placed on keys only, not inside the machine.

2. The instructor will point out the following parts of a typewriter:

   a) On/Off switch
   b) Carriage/Carriage return
   c) Cylinder/Platen
   d) Space bar
   e) Shift/Shift lock
   f) Ribbon
   g) Element (Selectric)

3. The instructor will demonstrate appropriate typing posture, i.e., head erect, back straight, feet on the floor, fingers curved under, etc.
4. The instructor will demonstrate inserting paper into the typewriter and clients will practice this procedure.

MATERIALS, EQUIPMENT AND FACILITIES

Typewriters, secretarial chairs.

EVALUATION

Each student will be pre/post tested with an instructor designed checklist.

REINFORCEMENT ACTIVITIES

Clients will begin each class by responding to teacher request to point to and identify various parts of the typewriter. Client will be requested to demonstrate appropriate posture.

PRACTICAL APPLICATION

Client will be encouraged to use his/her own typewriter to practice learned skills at home.

LESSON TITLE Home Keys

BEHAVIORAL OBJECTIVES

1. The client will be able to position hands properly on home keys.
2. The client will be able to type basic exercises using his/her left hand.
3. The client will be able to type basic exercises using his/her right hand.

ACTIVITIES

1. The instructor will demonstrate positioning of hands on the home keys. The client will practice placing his/her hands on the home row.
2. The client will press individual keys using his/her left hand, i.e., a, s, d, f.
3. The client will press individual keys using his/her right hand, i.e., ;, l, k, j.

MATERIALS, EQUIPMENT AND FACILITIES

Typewriters, typing paper.

EVALUATION

Instructor will rotate among individual workstations to observe client progress.

REINFORCEMENT ACTIVITIES

Individual keys will be reinforced through the use of a variety of drills and warm-ups prior to each lesson.

PRACTICAL APPLICATION

Clients can identify the home key letters that appear in their name.

LESSON TITLE Home Keys In Combination

BEHAVIORAL OBJECTIVES

1. The client will be able to type combined keys with his/her left hand.
2. The client will be able to type combined keys with his/her right hand.
3. The client will be able to use home keys to type simple words.

ACTIVITIES

1. The client will practice combining two keys, i.e., as, df.
2. The client will practice combining two keys, i.e., jl, kj.
3. The client will practice typing short words using only combinations of the home keys.

The balance of the keyboard can be taught in a similar manner. When all letters are mastered, move on to numbers and symbols. Each new lesson should build on the previous lesson.

MATERIALS, EQUIPMENT AND FACILITIES

Typewriters, typing paper.

EVALUATION

Instructor will collect client's work at the end of each session and provide individual feedback.

REINFORCEMENT ACTIVITIES

Individual lessons should focus on two and three key combinations. With each succeeding grouping, previous groupings should be reinforced.

PRACTICAL APPLICATION

Client will be encouraged to practice typing drills at home.

LESSON TITLE Xeroxing

BEHAVIORAL OBJECTIVES

1. The client will be able to prepare paper for loading into machine.
2. The client will be able to load paper into machine and position paper for printing.

ACTIVITIES

1. Instructor will discuss and demonstrate the following:
   a) determining size of paper to be used and/or color.
   b) Checking and determining seam-side (open ream seam-side up).
   c) Turning paper seam-side down and discarding top sheet.
   d) Fanning paper.

2. Instructor will discuss and demonstrate the following:
   a) Pressing and releasing main paper down button.
   b) Opening paper guides.
   c) Removing any paper in "wait station."
   d) Placing paper (seam-side down) in tray.
   e) Adjusting paper guides.
   f) Closing paper tray door and waiting for ready light.

MATERIALS, EQUIPMENT AND FACILITIES

Xerox machine, paper, office or printing facility.

EVALUATION

Following instructor demonstration, pairs of clients will perform individual tasks. After working with a partner, each client will perform the tasks independently.

REINFORCEMENT ACTIVITIES

Reinforcement is ongoing. This procedure is performed by each client before beginning a particular printing job for every lesson.

PRACTICAL APPLICATION

Clients will learn to follow directions and the importance of the sequencing particular directions.

LESSON TITLE Stapling/Collating

BEHAVIORAL OBJECTIVES

1. The client will understand safety procedures related to the use of an electronic stapler.
2. The client will be able to prepare papers or booklets to be stapled.
3. The client will be able to operate jogger/stitcher.
4. The client will be able to perform a quality control check on completed work.

ACTIVITIES

1. The instructor will demonstrate safety procedures related to the use of an electronic stapler.
2. Instructor will discuss and demonstrate the following:
   a) Removing paper or booklet from collator of Xerox machine.
   b) Determining where staple will be placed.
   c) Holding paper properly for entry into stapler.
3. Instructor will discuss and demonstrate the following:
   a) Adjusting paper guides for proper size of paper used.
   b) Adjusting jog time for number of sheets to be stapled.
   c) Turning on machine.
4. Instructor will discuss and demonstrate the following:
   a) Checking correct placement of staple.
   b) Checking to determine if pages are neatly aligned.
   c) Checking to see if staple is closed properly.

MATERIALS, EQUIPMENT AND FACILITIES

Electric jogger/stitcher (electric stapler), papers or booklets to be stapled, office or printing facility for machine.

EVALUATION

Following instructor demonstration, pairs of clients (one operator/one quality control) will perform individual tasks.
Finished product will be examined by instructor.

REINFORCEMENT ACTIVITIES

Reinforcement is ongoing. This procedure is repeated by each client before every job.

PRACTICAL APPLICATION

Client will learn to follow sequential directions, improve problem-solving skills, improve manual dexterity, learn to complete a job and take responsibility for the finished product.

LESSON TITLE Filing

BEHAVIORAL OBJECTIVES

1. The client will be able to distinguish between first/last name.
2. The client will learn to use the first letter of a last name when alphabetizing.
3. The client will be able to group index cards according to A, B, C, using first letter of last name.

ACTIVITIES

1. The instructor will use the blackboard to demonstrate proper placement of:
   a) Clients first and last names.
   b) Common first/last names clients will recognize, i.e., Ronald Reagan, Mick Jagger.
   c) Names suggested by clients.
2. Each client is given a set of cards with last names beginning with A, B or C.
3. Clients will group cards by last names beginning with A, then B, then C.

This process may continue with entire alphabet. The second stage would focus on the second letter in the last name and the third, etc.

MATERIALS, EQUIPMENT AND FACILITIES

Index cards, chalkboard, markers.

EVALUATION

Client's cards are checked individually. Each client has an opportunity to express a person's full name verbally, indicate the last name and circle the first letter of the last name on the blackboard.

REINFORCEMENT ACTIVITIES

Ask clients to identify first and last names in books, telephone books, news articles, etc. indicating the first letter of the last name aloud.

PRACTICAL APPLICATIONS

Use personal and public telephone books to find client's, family's or friend's names.

WORD PROCESSING

COMPILED BY

JANE FENTON

LESSON TITLE Parts of the letter

BEHAVIORAL OBJECTIVES

1. The client will be able to identify the five parts of a letter.
2. The client will be able to type his/her return address in the proper area.
3. The client will be able to type an inside address on a letter.
4. The client will be able to type the salutation and closing on a letter.

ACTIVITIES

1. Begin with four letter outlines. (Appendix B) Each one is used to teach the various letter parts including:
   a. inside and return address
   b. salutation
   c. placement
   d. completed letter - for guide.
2. Have the client write their address on a piece of paper. Explain return address and placement. Let the client type their address.
3. Have the client choose a person to write to. Explain inside address and placement. Have the client type it.
4. Explain salutation and closing and have the client type it in the appropriate place on a letter.
5. Have the client type a letter with all the parts included on a letter.

MATERIALS, EQUIPMENT AND FACILITIES

Paper, sample letters, typewriters, erasers

EVALUATION

Instructor will examine each client's work and provide verbal feedback on proper and improper placement of parts learned.

REINFORCEMENT ACTIVITIES

Client will type each part of the letter as it is introduced before adding a new concept. Review letter parts during each successive class.

PRACTICAL APPLICATION

Identify the learned parts of a letter on a personal letter brought from home or one supplied by teacher and indicate missing or incorrect parts or placement.

LESSON TITLE Word Processing Concepts

BEHAVIORAL OBJECTIVES

1. The client will be able to identify three different tasks that can be done on word processing equipment.
2. The client will be able to compare each part of the word processing equipment to another piece of business equipment.
3. The client will be able to properly handle a diskette.

ACTIVITIES

1. Discussion of word processing terms:
   a. Pictures of various word processing equipment.
   b. Word processing tasks.
   c. People in the word processing office.
2. Word Processing equipment comparisons:
   a. Typewriter/Keyboard
   b. TV/Screen
   c. Typewriter/Printer
   d. Brain/Memory
3. Handling the diskette
   a. Comparison to a record
   b. How to insert the diskette
   c. The importance of never touching the film.

MATERIALS, EQUIPMENT AND FACILITIES

Word Processing pictures, keyboard pictures, diskettes

EVALUATION

Each client will be asked to identify a task that could be done on the word processor. Each client will demonstrate proper handling and placement of the diskette.

REINFORCEMENT ACTIVITIES

Let the client compare the word processing pictures to each other. Compare the keyboard to the typewriter to ease potential fears of a computer. Pass around a diskette for each client to demonstrate the proper handling.

PRACTICAL APPLICATION

Each student will be assigned to bring in a piece of work that they feel could be done on a word processor. Walk through the curriculum center or business office identifying the various equipment and their uses.

LESSON TITLE Word Processing Hardware

BEHAVIORAL OBJECTIVES

1. The client will be able to insert and withdraw a diskette from the machine.

2. The client will be able to turn the system on and off.

3. The client will be able to identify the five parts of the word processing machine.

4. The client will be able to identify the function of each equipment piece.

ACTIVITIES

1. Demonstrate the insertion and withdrawal of a diskette.

2. Demonstrate the on/off procedure using the word processing equipment.

3. Using the hardware, identify:
   a. disk drive
   b. memory
   c. keyboard
   d. screen
   e. printer

4. Using the hardware, describe function of:
   a. disk drive
   b. memory
   c. keyboard
   d. screen
   e. printer

MATERIALS, EQUIPMENT AND FACILITIES

Diskette, flash cards, word processing equipment

EVALUATION

Each student will insert and withdraw the diskette while turning the machine on and off. Teacher will observe and reinforce this procedure as the student is performing each task.

REINFORCEMENT ACTIVITIES

Use flash cards to play an identification game, i.e., place "printer" flash card on the printer, etc. Turn the system on and have client fill in the information requested on the sign on screen, i.e., date, address.

PRACTICAL APPLICATION

Have each client turn the machine on, insert the proper diskettes and fill in the needed information. Have each client try to type his/her name on the keyboard to become familiar with the touch.

LESSON TITLE Function Keys

BEHAVIORAL OBJECTIVES

1. The client will be able to identify the keys and their functions.
2. The client will be able to perform the function of each key.
3. The client will be able to identify paragraph errors.
4. The client will be able to correct paragraph errors.

ACTIVITIES

1. One function key will be introduced at each lesson.
2. Set up a paragraph before each class with errors in it for client use.
3. As each key is introduced, use the paragraph to perform the function of the new key.
4. Incorporate the previous lessons with the daily lessons.
   a. Paragraph contains errors to delete.
   b. Paragraph contains titles to center.
   c. Paragraph contains other paragraphs to move.

MATERIALS, EQUIPMENT AND FACILITIES

Word processing equipment, diskettes, prepared paragraphs

EVALUATION

Each client will have the opportunity to work on the word processor during class. During this time, the teacher will observe and correct any problems with tasks being performed on the word processor.

REINFORCEMENT ACTIVITIES

Each client will try the new function key several times in different situations. Each client will observe other clients while performing the function key.

PRACTICAL APPLICATION

Using selected paragraphs, each client will complete the following instructions: corrections, tabs, centering, moving.

LESSON TITLE Letter Typing on the Word Processor

BEHAVIORAL OBJECTIVES

1. The client will be able to type a short letter on the word processing machine.
2. The client will be able to correct errors on the word processing machine.
3. The client will be able to print the letter using the printer.
4. The clients will be able to proofread their work and correct any errors on the letter by recalling their work.

ACTIVITIES

1. Each client will be given the letters that were used when teaching the parts of the letter (Appendix B).
2. For completion on the word processor, each client will type each letter again supplying missing information on the word processing equipment and correct errors as they occur.
3. The client will print the letter using the printer.
4. After printing, the client will proofread his/her work for errors. Using the recall, errors will be corrected.

MATERIALS, EQUIPMENT AND FACILITIES

Word processing equipment, letters from (Appendix B)

EVALUATION

Teacher will compare the client's letter and identify any errors for the client to correct.

REINFORCEMENT ACTIVITIES

Delete keys will be used to correct all errors. Proofreading exercises using a variety of letters will be used to reinforce error recognition.

PRACTICAL APPLICATION

Each client will type a letter to a friend or another client, the letter will include all proper letter parts. Upon completion, client will print letter on the machine.

LESSON TITLE Diskette Use

BEHAVIORAL OBJECTIVES

1. Each client will be able to store a letter on the diskette.
2. Each client will be able to retrieve their letter from the diskette.
3. Each client will be able to change something in a letter that has already been stored.
4. After completing the changes, each client will be able to restore his/her letter to the screen.

ACTIVITIES

1. Using the letter from the previous activity, each client will learn how to insert the correct diskette, and store their letter on it.
2. Using the same letter, have the client retrieve the letter.
3. Using written directions, the client will make several changes in their stored letter.
4. Each client will delete the old letter from the diskette and restore letter in the new form.

MATERIALS, EQUIPMENT AND FACILITIES

Diskettes, word processing equipment, letter

EVALUATION

Each student will retrieve the letter. The teacher will have client retrieve a letter, search for additional errors and demonstrate ability to correct them.

REINFORCEMENT ACTIVITIES

Using the sample letter, have each client try to store and retrieve a letter on the screen. Using written directions, each client will make the necessary corrections on the letter and restore the new letter to the diskette.

PRACTICAL APPLICATION

Using the second letter have the student correct errors to letter perfect copy. Have the client print several copies on the printer then make photocopies of it on the xerox machine.

EAST BRUNSWICK ADULT MENTALLY HANDICAPPED PROGRAM

PROGRAM: _____

CLIENT'S NAME: _____ RATER'S NAME: _____

Ability Level Codes: N-not able W/A-with assistance I-Independently

SKILL AREA	ABILITY LEVEL	
TYPEWRITING	Pre-test Date _____	Post-test Date _____
1. Associates correct fingers with keys		
2. Demonstrates setting margins		
3. Demonstrates setting tabs		
4. Identifies parts of a letter		
5. Demonstrates typing parts of a letter		
6. Demonstrates typing complete letter		
7. Demonstrates typing an envelope		
WORD PROCESSING CONCEPTS		
1. Defines word processing		
2. Identifies a diskette		
3. Correctly handles a diskette		
4. Identifies the machine parts		
5. Demonstrates insertion of diskette		
6. Demonstrates removal of diskette		
7. Demonstrates turning the machine on		
8. Demonstrates turning the machine off		
9. Identifies where word processing is used		
WORD PROCESSING MACHINE		
1. Demonstrates the delete key		
2. Demonstrates the insert key		
3. Demonstrates the move key		
4. Demonstrates the tabulation key		

EAST BRUNSWICK ADULT MENTALLY HANDICAPPED PROGRAM

PROGRAM: _____

CLIENT'S NAME : _____ RATER'S NAME: _____

Ability Level Codes: N-not able W/A-with assistance I-independently

SKILL AREA	ABILITY LEVEL	
	Pre-test Date _____	Post-test Date _____
WORD PROCESSING MACHINE CONTINUED		
5. Demonstrates setting margins	_____	_____
6. Demonstrates printing a copy	_____	_____
7. Demonstrates paper insertion	_____	_____
8. Demonstrates paper removal	_____	_____
9. Types a complete letter	_____	_____
10. Prints a complete letter	_____	_____

(Your street) _____

(Your city) _____

(The date) _____

Miss Jane Fenton
284 Main Street
East Brunswick, NJ 08816

Dear Jane:

I thought that it would be fun to let you know what we are learning in our class at East Brunswick.

This semester we are learning how to use the Word Processing Equipment. A Word Processor is a lot like a typewriter but a lot quicker. So far we have learned how to fix errors in our work, change lines to different places and to print our letter using the printer.

As a matter of fact, we did this letter using our new skills!

Very truly yours,

Sharon Briggs

235 Summerhill Road
East Brunswick, NJ 08816
April 20, 1983

_____(Name of person you're writing to)

_____(Street of person you're writing to)

_____(City and State of person you're writing to)

Dear Jane:

I thought that it would be fun to let you know what we are learning in our class at East Brunswick.

This semester we are learning how to use the Word Processing Equipment. A Word Processor is a lot like a typewriter but a lot quicker. So far we have learned how to fix errors in our work, change lines to different places and to print our letter using the printer.

As a matter of fact, we did this letter using our new skills!

Very truly yours,

Sharon Briggs

235 Summerhill Road
East Brunswick, NJ 08816
April 20, 1983

Ms. Jane Fenton
284 Main Street
East Brunswick, NJ 08816

Dear _____: (Name of person you are writing to)

I thought that it would be fun to let you know what we are learning in our class at East Brunswick.

This semester we are learning how to use the Word Processing Equipment. A Word Processor is a lot like a typewriter but a lot quicker. So far we have learned how to fix errors in our work, change lines to different places and to print our letter using the printer.

As a matter of fact, we did this letter using our new skills!

Very truly yours,

_____(your name)

_____

_____

_____

_____

_____

_____

Dear _____:

I thought that it would be fun to let you know what we are learning in our class at East Brunswick.

This semester we are learning how to use the Word Processing Equipment. A Word Processor is a lot like a typewriter but a lot quicker. So far we have learned how to fix errors in our work, change lines to different places and to print our letter using the printer.

As a matter of fact, we did this letter using our new skills!

Very truly yours,

_____